MIDLIFE CAREER CHANGE: ANALYSIS OF A MODEL

BY

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To my mother, with love and deep
appreciation for her constant support and faith in
my abilities.

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in the program. The employees' openness and warmth were variables which weren't measured, but which guaranteed the success of this program.

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The purpose of this study was to examine the effectiveness of a group
career counseling experience as a method to assist midlife career changers
in clarifying career directions. This study attempted to determine to what
extent the treatment model affected the participants' degree of vocational
maturity, independence in decision making, self-esteem and self-confidence
and personal integration. The instruments used were the Adult Vocational
Maturity Inventory and the Vocational Preference Inventory.

A Solomon Four research design was used to compare two groups of
employed adults in midlife who wished to change careers in an industrial
setting. Eighty employees who responded to program advertisements were
invited to participate in the experimental or control groups. Of the eighty
respondents, sixty-six were used in the study for statistical analysis.
Four experimental, two pretested and two non-pretested groups were formed.
Four control groups, two pretested and two non-pretested, were formed. This
procedure was followed in order to evaluate the effects that interaction of
pretesting and treatment may have had upon the subjects. An analysis of
covariance for pretest effect was made on the pretest-posttest scores of
the combined groups to measure for a significant pretest effect. If a

significant amount of pretest interaction occurred, a t-test comparison
was made on scores of the non-pretested experimental and control groups.
If a significant amount of pretest interaction did not occur, an analysis
of covariance was made on the scores of the pretested experimental and
control groups.

It was found that, upon completion of treatment, the level of vocational
maturity and independence of decision making was raised significantly in
the experimental group while the level of self-esteem, self-confidence and
personal integration was not significantly raised for the experimental group.
The effects of pretest interaction were significant for the Vocational Pre-
ference Inventory.

The findings in this study suggest that 1) this treatment program is
useful for employees in an industrial setting, because the treatment program's vocational
maturity and independence of decision making of the subjects is improved;
2) pretesting may enhance treatment for this type of a population; 3) there
is a need for personality and vocational interest inventories which are
more sensitive to self-concept change within adults; 4) there is a need
for a longer period of time between treatment completion and posttesting
for the assessment of self concept and self confidence; 5) research de-
signs which control for pretesting effects should be used in educational
research; and 6) career counseling programs should include personal assess-
ment, personal counseling and information dissemination components.
Recommendations are made for replication of the study, the research develop-
ment and cost analysis of career programs in industrial settings.

INTRODUCTION

Increasing numbers of men and women have become midlife career changers. These career changers are in need of assistance in uncovering and dealing with the personal and environmental factors which are the cause of their present crisis (Goodman, Walworth, Waters, 1975). This situation has motivated post-secondary career counselors and industrial managers to develop new programs and activities to deal with this phenomenon. Group experiences stressing values clarification and self assessment exercises, as well as decision making methods, are an essential part of these programs. Emphasis is placed upon aiding the individual to find a new career direction.

Need for the Study

Traditionally, the adult years have been looked upon as a period of stability and maintenance in which individuals have reached a period of personal and career satisfaction. The decisions which were sometimes rather painfully reached in the adolescent years become the blueprint for the so-called serene, strife-free adult years. This concept is changing because of the situation mentioned above. According to the literature, the adult years are filled with changes and situations which demand an ability to adapt and to adequately solve the problems which occur (Entine, 1977).

The issues which produce change during the midlife crisis seem to center around a loss of a sense of one's identity, soul searching, a sense of bodily decline, a recognition of mortality, a sense of aging in a youth-oriented world, waning sexual powers, a fear of death, and a desire to

re-establish oneself in a constantly changing world. Dr. Gary Walz,
Director of ERIC/CAPS (1978), notes that the frustration, depression and
personality changes resulting from the occurrence of these problems in
one's life are usually focused on the career concerns of the individual.
For example, middle-aged company department heads and mid-level managers'
job performances may begin to fail and the entire section to which they
are assigned can be affected by their midlife crisis with its depression
and self-examination, fear, hostility and health problems. Gysbers and Moore
(1975) state that, during this period of life, job dissatisfaction occurs
and persons begin to consider a change in career. Robert Hoenninger (1974)
reports that, according to a Health, Education, and Welfare Department
report, nearly 50% of Americans are dissatisfied with their present jobs.

Harold Sheppard (1971a) feels that whether or not this awareness or
desire of middle-aged individuals to start a new career is an old or a
new phenomenon, it does exist. Increasing the life span of individuals
increases the amount of experiences they have. These experiences affect
individual's occupational self-identity and may in turn change their interest
in their present jobs. Technology and the skills to utilize this technology
are also rapidly changing. Individuals may no longer prepare for only one
career, for that career may become obsolete and the skills used may be
taken over by automation. Individuals may well have to prepare themselves
for a variety of somewhat differing jobs (Sheppard, 1971a), so that they
may more easily shift gears in middle age to adapt to a new and changing
occupational environment.

In July and August of 1970, Sheppard (1971a) interviewed 300 male,
white workers in four urban areas of Pennsylvania. Thirty-five percent
of these individuals were found to be dissatisfied with their present careers.

In October 1973, the Department of Labor issued a report in which it was found that 1,500,000 persons thirty-five years of age and over were attending postsecondary schools in the U.S. (Entine, 1976b). Of these individuals, fifty-three percent were women, three fourths of whom were employed or seeking work. Eight percent of the males were part-time students, but ninety-eight percent were employed.

These figures underscore the desire of midlife individuals to change from one career to another for a variety of reasons. Henry (1961) questioned a group of 45 male executives about their present attitudes, values and self concept. It was found that all of the employees over forty years of age doubted their present choice of career and wondered if they should have or could now consider a new one. Self confidence among this group was extremely low and conflict in values was high. Eighty-one scientists and managers in a British industry were found to be questioning their occupational identity and self-identity during a research project by Sofer (1970). A common occurrence among this group of men was to withdraw their energies from their work and place them in another area of their lives, such as family, home, politics or religion.

Purpose of the Study

The purpose of this study was to examine the effectiveness of a group career counseling experience as a method to assist midlife career changers in clarifying career directions. This study attempted to determine to what extent the treatment model affected the participants' degree of vocational maturity, decision-making ability, self-esteem and self-confidence, and personal integration. The following research questions were examined:

1. What common characteristics, personality traits, and values are displayed by the subjects in this sample?

2. What effect will the group treatment have on participants' a) level of vocational maturity; b) self-esteem and self-confidence; c) independence of decision making; d) degree of personal integration?

3. After the treatment, what differences will be found between the experimental and control groups in their a) level of vocational maturity; b) self-esteem and self-confidence; c) independence of decision making; d) degree of personal integration?

Rationale for the Study

Brown (1972) points out that midlife career changers who are dissatisfied in their present situations are in need of assistance in uncovering and dealing with the personal and environmental factors which are causing their perceived unhappiness. They need to assess their personal resources and learn their strengths, weaknesses, interests, and potentialities for growth. They need help in information gathering, planning, and carrying out career development alternatives.

Thomas (1976) suggests that individuals' attitudes toward their vocation are linked to the state of their psychological well-being. He states that "the work environment molds or at least stabilizes the individual personality; the implication being that personality would be less stable without such environmental support" (Thomas and Shepher, 1975, p. 38)

According to these authors, midlife career changers are in need of a counseling service which will allow them to re-evaluate their present goals and lifestyles. While undergoing the changes which are encountered in midlife, such as getting married, getting divorced, death of a close relative or friend, moving from city to city, adults need the support, assurance, clarification, and atmosphere of positive growth that a counseling situation would offer.

In order to deliver counseling services to individuals who are dissatisfied and unhappy in their present occupation while attempting to keep them employed, the counselor must reach these people on the job. There are many outstanding employees with excellent work habits and skills who are undergoing a midlife crisis. Nelson (1975) states that midlife career crisis usually means a "short economic and associated psychological disruption for the individual" (p. 18). This crisis precipitates a need for substantial economic support and long term education.

Entine (1976a) points out that once individuals over forty become unemployed for any reason, they are likely to stay unemployed for up to seventy percent longer than the younger person. In order to prevent the midlife career changer from becoming unemployed while retraining or searching for a new job with another employer, the work environment and/or company policies need to be adapted to meet these individuals' needs. If these workers receive interceptive career and personal counseling while they remain in their present occupation and job, their need for financial assistance is alleviated. The psychological pressures they place upon their co-workers and family members are also minimized as they find support and relief in the counseling process.

Once a new career has been identified through counseling, alternatives for training which allow the worker to remain employed are discussed. This is done by inviting the personnel manager of the company, vocational and technical school counselors, post-secondary school counselors, and other persons who may play a significant role in the retraining process to participate in a panel discussion with treatment group members. Alternatives which will be identified may include company training and apprenticeship

programs or a return to an educational institution. It will be advantageous
for the company to transfer the employees with their new skills and back-
ground knowledge of the company to a new position. The workers who were
unhappy and dissatisfied in their present careers and whose productivity
may have fallen due to this state of discontent, have found a new, exciting
career without totally disrupting their lives. They have retained many
fringe benefits including retirement, which would have been lost if they
had become unemployed or hired by a different employer.

Definition of Terms

For the purpose of this study the following definitions apply:

1. Midlife refers to a period of life between thirty and sixty-five years
of age. It is postulated that, in adult development, motivations to change
careers emerge at about the age of thirty and are dissipated by the age
of sixty-five.

2. Career Changer refers to an individual who wishes to move from his/her
present occupation to another occupation.

3. Tapes refers to the theory in Transactional Analysis that "everything a
person experiences in his childhood, perception of events, feelings associ-
ated with these events, and distortion he brings to his memories" (James
and Jongeward, 1973) are recorded in brain and nervous tissue. These
"tapes" may be played back at any point in an individual's life.

Organization of this Study

The remainder of this study is organized into four chapters plus the
appendices. A review of the related literature in midlife career change
and career development is presented in Chapter II. Chapter III contains

the methods and procedures for conducting the study. Chapter IV contains the results found during the study. A summary and discussion of the results, as well as the recommendations for further study, are presented in Chapter V.

CHAPTER II

A REVIEW OF THE LITERATURE

In order to understand the problems and position of the midlife career changer within the present structure of today's world, a review of relevant literature on this subject will be presented in this chapter. It will include an overview of the midlife crisis, the position career development has taken on the subject of midlife career change, and a discussion of the career development programs available to the person in midlife who wishes to consider a change in career directions.

Midlife Crisis

Through a review of the literature, it is apparent that Adulthood is not all that it is promised to be. Children are expected to go through stages ranging from the Infamous Infant to the Agony of Adolescence. Teenagers are told that the frustrations and emotional upheavals which they perceive as occurring in their lives are normal. Stability, financial security, career status, and maturity are all one step away in the idyllic period of life called Adulthood.

Through theorizing and research, it is now felt that Adulthood is a time of change, adaptation, successes and failures, losses and gains. Adults, particularly in their midlife years are faced with decisions and demands in their lives which are difficult to resolve. Adulthood is now considered a time of development in the life cycle when certain tasks must be met (Levinson, Darrow, Klein, Levinson, and McKee, 1976).

Else Frenkle-Brunswick (Nuegarten, 1968), using 400 autobiographies
of famous persons, was one of the first psychologists to develop stages
within the life cycle. She stated that all individuals pass through five
life stages, three within the Adult years. Murphey (1947), Sullivan (1974),
Freud (1933), and Buehler (1933) also describe developmental life stages,
all of which differ in number and in basis for definition, depending on the
particular philosophy and interest of the theorist. All of these authors,
however, agree on the fact that adults do pass through developmental stages.

The work of Erik Erikson (1963) closely parallels that of Frenkle-
Brunswick. He descibes eight stages (oral-sensory, muscular-anal,
locomotor-genital, latency, puberty and adolescence, young adulthood,
adulthood, and maturity), three of which are stages of adulthood. Each
stage is characterized by a crisis, or turning point in the individual's
life which restructures the future. The developmental tasks which must
be met during the stages of adulthood deal with intimacy versus isolation,
generativity versus stagnation, and integrity versus despair. Generativity
may be defined as the process of becoming creative and committed to guiding
the younger generation. Integrity is defined by Sheehy (1974) as the point
at which individuals sum up the meaning of their lives and resolve the midlife
crisis. Erikson (1963) states that, although he uses the term crisis, he is
not always referring to a catastrophic event. At such points in a person's
life, a crucial period of decision making has arrived which must be resolved.
The results of these decisions map out the continuation of events in an
individual's life.

The stages of adult development have become a testing ground for
researchers interested in the identification of developmental tasks and
characteristics of the midlife individual. Neugarten (1976) and her
associates have been exploring myths about the aging process and the

changes that occur in midlife. She found that a "particularly conspicuous feature of middle age is that life is restructured in terms of time left to live rather than time since birth. Not only is there a reversal in directionality, but also an awareness that time is finite" (Neugarten, 1976, p.17). The individual begins to feel that time is running out. The goals and achievements which were once aspired to appear to be out of reach due to a change in time perspectives.

Other characteristics of middle aged individuals which Neugarten (1976) comments upon concern a feeling of being in control of one's life, a reversal of value priorities, heightened introspection, and stock taking. Neugarten and Gutman (1958) found a paradoxical shift of viewpoints which occur in men and women during midlife. Jean Lipman-Blueman (1972) further emphasized this point for women. She states that women form their own identity through the achievements and accomplishments of the significant others who dominate their lives. As middle age approaches, women may lose those significant others through such incidents as death, divorce and children leaving home. They suddenly find that they must develop a new identity of their own. A crisis develops in their mid years as they struggle to adapt to a new role identification and changing personal relationships. They must also face the traditional values and mores of the particular culture in which they have been brought up. These values and mores may limit women's alternatives and abilities by pronouncing them to be out of a women's reach. Women may tend to fill their time with more external affairs outside of the home, than before.

Men are dominated by the desire to become success objects (Farrell, 1974). Their identity becomes wrapped up in their ability to achieve

and provide for their families (Schlossberg, 1976). A crisis develops
in midlife as they begin to question their drive for achievement and
their propensity to exclude emotions from their lives (Robbins, 1978).
Through these changes a polarity between men and women occurs in mid-
life years (Neugarten and Gutman, 1958; Schlossberg, 1976). Women become
more achievement oriented and men become more affiliative. In many cases
this causes a strain on their relationships with each other.

Lowenthal et al. (1976) and Robbins (1978) found a difference in
the level of perceived happiness among middle aged men according to
their value systems. Those who valued money, status, possessions, and
work were more unhappy and dissatisfied with their lives than those who
valued family and interpersonal relationships. According to Lowenthal
(1976), the dissatisfied men were worried that there was not enough time
left within their life span to accomplish the goals they had set at a
younger age. Robbins (1978) points out that many of these men are in
despair because they have not been able to learn how to cultivate and
enjoy the benefits of warm interpersonal relationships. They have been
too concerned with achievement and financial relationship gains.

In a study by Levinson and a team of researchers (Levinson, Darrow,
Klein, Levinson and McKee, 1976) the period of midlife crisis is discussed
and developmental tasks are laid out. The biographical data collected
in interviews with forty men ages 35 to 45 were used to construct a
theory of developmental stages in adulthood. Each stage engages individuals
in specific tasks which must be dealt with, but which are not always
resolved. People move from one stage into the next only when they
begin to work on a new developmental task. The sequential periods are:

1) leaving family – a transition between adolescent life, which has been centered around the family, to separateness, or placing oneself in the adult world; 2) getting into the adult world – a stage marked by important changes in the life structure as the individual struggles to establish a link between internal self and the outside adult world; 3) settling down – a period of deep commitment and then disillusionment and soul searching; 4) becoming one's own man – a time of becoming recognized in the roles an individual values the most; 5) the mid-life transition – a period of questioning and resolving important issues which occur in every individual's life in varying degrees. The latter stage leads to a time of restabilization, in which the individual adapts a new life structure for the duration of middle adulthood.

The concept of life structure is central to Levinson's theory. It is composed of actual events in the external world concerning all aspects of an individual's life and the internal perceptual world of the individual. The life structure does not remain static, but changes according to the way in which developmental tasks are resolved during the transitional and stable periods of the stages described above. The primary developmental task of a transitional period is to "terminate the existing structure and to work toward the initiation of a new structure. This requires a man to reappraise the existing life structure, to explore various possibilities for change in the world and in the self, and to move toward the crucial choices that will form the basis for a new life structure in the ensuing stable period. Each transitional period also has its own distinctive tasks reflecting its place in the life cycle" (Levinson, 1977, p. 100).

Levinson (1977) explains that there is a midlife transition period which starts at approximately 40 years of age and last four to six years.

He feels that the midlife transition is a "developmental link between two eras in the life cycle" (Levinson, 1977, p. 107). It is the function of this period to terminate the era of early adulthood and usher in the new era of middle adulthood.

During this transitional period, midlife individuals begin to question their present life structure. They evaluate past achievements, present situations, and future perspectives. This can cause a moderate to severe crisis to occur for the person. If the issues raised during this time are not resolved, they will present themselves again in a later developmental stage (Levinson, 1976; Bocknek, 1976).

Some of the issues which arise at midlife have been discussed. They include a sense of bodily decline, soul searching, a recognition of mortality, and a developing polarity between the sexes. Schlossberg (1976) states that role transformations bring a variety of changes to a person's life. People get married, move to another location, accept new positions and retire. All of these changes can occur and reoccur throughout individuals' lives. It is possible that a role transformation can cause an issue to arise which in turn will cause a crisis to occur during the midlife transition period.

Robbins (1978) states that evidence through research proves that a midlife crisis, or transition, does occur in every individual in differing degrees of severity. The severity of the crisis depends on external events and on the internal emotional and physical stability of the person. It also depends upon the midlife person's ability to resolve issues as they arise during this period of development.

Career Development

Life-stage Career Development Theories

Career development refers to the lifelong process individuals go
through in the development of work values and attitudes, the investigation
and evaluation of career possibilities, and the development of actual
career choices. The stages of vocational development tend to follow
the stages of human development (Hershenson, 1968). The vocational
developmental tasks found in each stage, as well as the names and age
references for each stage, vary according to the philosophy and constructs
of the theorist. Most career development theorists, however, are beginning
to realize that midlife is not a stage of stability in a career. The mid-
life years are filled with changes and frustrations which, to an extent,
can be responsible for the individual to seek a new career (Sinick, 1977).

One element of a career development theory is the vocational life
stage. Ginzberg (1971) defines a stage of vocational development as a
series of generalizations which identify the crude differences in behavior
of individuals of different ages, but of similar background. Individuals
move through a sequential series of stages, each linked to the other.
Ginzberg (1971) suggests the definition of three stages in the career
choice process: fantasy (birth to age 11), tentative (ages 11-17), and
realistic (ages 17 and above).

In Ginzberg's original theory, there was no mention of open endedd-
ness, or the ability to seek new career options after the original career
choice was made in the young adulthood stage. He has restated his theory
and now describes middle age as "no longer necessarily a period of hopes
abandoned and of reconciliation prior to entering old age. It has become

a period of new options that provide an increasing number of men and women with new opportunities for developing new sources of satisfaction and meaning" (Ginzberg, 1971, p. 85).

Havighurst (1964) has developed six stages of vocational development which stresses the importance of viewing it as a lifelong process. The stages are: 1) identification with the worker (ages 5 to 10), 2) acquiring the basic habits of industry (ages 10 to 15), 3) acquiring identity as a worker in the occupational structure (ages 15 to 25), 4) becoming a productive person (ages 25 to 40), 5) maintaining a productive society (ages 40 to 70), and 6) contemplating a productive and responsible life (ages 70 and above).

Hershenson (1968) proposes a theory which he feels combines and integrates all of the concepts of the present vocational life-stage theories. He describes his theory as a "series of sequential steps . . . differentiated on the basis of the primary way in which energy, both physical and psychic, is used" (p. 24). The five stages described are: 1) social-amniotic - the period from conception to the time that the muscles at both ends of the digestive tract are under voluntary control, in which awareness is the primary developmental task, 2) self-differentiation - the period in which the individual focuses attention on control of the body and of the environment, 3) competence - the period in which the individual seeks to discover what can be done vocationally, 4) independence - the period in which energy becomes directed toward a vocational goal, 5) commitment - the period in which the individual reaches the culmination of the vocational development process.

Super, Crites, Hummel, Moser, Overstreet and Warnath (1957) defined five stages of career development based on Buehler's (1933) system of personality development. The five stages include growth (conception to age 14), exploration (ages 15 to 24), establishment (ages 25 to 44), maintenance (ages 45 to 64), and decline (ages 65 and above). These five stages and the

tasks associated with them were researched and validated using the results of the Career Pattern Study (Super and others, 1957). This twenty year longitudinal study followed the career patterns of approximately 540 eighth and ninth grade boys. The findings were instrumental in the development of Super's theories concerning vocational development.

Vocational Self Identity

One of the concepts Super defined concerns vocational self-identity. A good deal of attention has been focused on the relationship the vocational self-identity has upon the vocational decision making process (Barrett, 1976; Barrett and Tinsley, 1977; Healy, Bailey and Anderson, 1973; Maier and Herman, 1974; Resnik, Fauble and Osipow, 1970). It is proposed that "in expressing a vocational preference . . . a person puts into occupational terminology his idea of the kind of person he is . . . the occupation thus makes possible the playing of a role appropriate to the self concept" (Super and others, 1963, p. 87).

The self concept may be defined as individuals' subjective evaluations of self (Gordon and Gergen, 1968). Super's insistence on the congruence of self concept and vocational self concept as an essential requirement to job satisfaction is justified through the research activities of several authors (Hershenson, 1968; Munley, 1975; Barrett and Tinsley, 1977). Job satisfaction appears to be dependent upon "the extent to which the individual finds an adequate outlet for his abilities, interest, personality traits, and values . . . " (Super, 1953, p. 190).

Vocational Maturity

A second concept which evolved from Super's (1957) work involves vocational maturity. Putnam and Hansen (1972) confirm through their research that vocational self concept and vocational maturity are related.

Vocational maturity may be defined as the "degree of development, the place reached on the continuum of vocational development from exploration to decline" (Super, 1955, p. 153). The degree of individuals' vocational maturity is dependent upon the level of completion of certain developmental tasks. These tasks include: 1) the awareness of the need to make a vocational decision, 2) the acceptance of responsibility for making vocational plans, 3) the specificity of information gathered, 4) the specificity and extent of the planning toward training for a vocation, and 5) the amount of resource utilization (Tolbert, 1974).

Crites (1961) reviewed Super's theory of vocational maturity and found it to be inadequate and conflicting. He suggests that two dimensions, degree and rate, of vocational maturity must be taken into consideration when assessing the level of vocational maturity. The degree of vocational maturity refers to "the maturity of an individual's vocational behavior as indicated by the similarity between his behavior and that of the oldest individual in his vocational life stage" (Crites, 1961, p. 259). The rate of vocational development refers to "the maturity of an individual's vocational behavior in comparison to that of his own age group" (Crites, 1961, p. 259). Utilizing these dimensions of vocational maturity, Crites (1961) defined eighteen variables of vocational maturity and grouped them under four headings: 1) consistency of vocational choice, 2) wisdom of vocational choice, 3) vocational choice competencies, 4) vocational choice attitudes. According to Bartlett (1971), Crites approach to vocational maturity is the most acceptable.

Gribbons and Lohnes (1968) conducted a similar research project to Super's Career Pattern Study. Entitled the Career Development Study, it followed the career development of 111 subjects over an eight year period from eighth grade to two years after high school. Through the results of this

study, vocational maturity was defined as the "readiness for vocational planning" (Gribbons and Lohnes, 1968, p. 29). Vocational maturity behaviors were defined and grouped by these authors under the following headings: 1) factors in curriculum choice, 2) factors in occupational choice, 3) verbalized strengths and weaknesses, 4) accuracy and adequacy of self-appraisal, 5) evidence for self rating, 6) interests, 7) values, 8) independence of choice.

Vocational Maturity and Personality Development

Bartlett (1971) maintains that if vocational maturity can be related to personality development, the individual will be seen as a whole, developing person rather than a person who develops at different rates in different segments of life. In order to present this picture of the maturing person, Heath's (1965) model for five stages of personality development is translated into vocational terminology. Bartlett (1971) describes the vocationally mature person as one who is becoming: 1) more organized in terms of involvement in the vocational choice process and less disturbed by threatening experiences, 2) more open to new information, 3) aware of internal (self-concept) and external (world of work) worlds through symbolic representation, 4) more independent in the choice process, and not immediately controlled by the environment, motivational state or earlier childhood history.

Bohn (1966) and Bartlett (1968) found that there is a relationship between vocational maturity and personality development. Bohn used the Interest Maturity scale of the Strong Vocational Interest Blank as a criterion measure for personality development. He found that the male subjects who had high Interest Maturity scores were more achievement oriented, independent, sociable, sensitive, and persuasive and less self critical than those with low Interest Maturity scores.

Bartlett (1968) used the Vocational Maturity scale of the Vocational Development Inventory as a criterion measure of vocational maturity and the Adjective Check List as a criterion measure for personality development in his study. He found that the subjects with higher vocational maturity scores were more self-confident, achievement oriented, independent, sociable, forceful, independent, less defensive, interpersonal relationships and less self-critical than those with low vocational maturity scores.

Holland's (1966) theory of vocational choice is related to vocational self-concept, vocational maturity, and personality development. At the time of making a vocational choice, the individual is a product of the interaction of heredity, cultural and personal factors. Individuals may be classified into six personality types and occupations may be classified into six work environments: realistic, intellectual, social, artistic, and conventional, and enterprising. According to Holland (1966) individuals who are satisfied with their career choose a work environment congruent with their personality types. Lack of differentiation and inconsistency of interests is viewed as a sign of vocational immaturity. Persons who do not recognize their dominant personality type and characteristics or the demands of an occupation will be unhappy in their choice of a career (Holland, 1969).

It is evident that vocational maturity, vocational self-concept and personality development are interrelated. These factors must be taken into consideration when counseling an individual who is experiencing career choice indecision.

Life-stage for the Midlife Career Changer

Through a review of the literature, it has been established that a period of midlife crisis, or transition, occurs during the personality

development of the adult. Erikson (1950), Neugarten (1968), Havighurst (1952) and Levinson (1977) have dealt with the issues and developmental tasks which the midlife person faces.

Career develop theories have not, at this point in time, dealt effectively with the issues and developmental tasks midlife career changers face. In an article describing a career development program for midlife individuals wishing to change careers, Goodman, Walworth, and Waters (1975) suggest that career development theorists turn their attention to the span of life labeled adulthood. Schlossberg (1976) describes the fact that an individual is expected to consider and narrow down career choices in the adolescent or early childhood stage. Job changes occur for a variety of reasons and the career decision making process must be used in the middle years, as well as in early adulthood.

Technological advancements, sociological and economical developments and the midlife developmental process are four broad categories which produce reasons for the midlife person to wish to change careers. According to Sinick (1977), people change careers for the following reasons:

Initial career not person's own choice
Career inappropriate from the onset
Original aspirations not met by the career
Purpose of first career accomplished
Change of career required by changing goals (or
    life structure)
Satisfaction sought for higher level needs
Dead end reached in terms of advancement
Inadequate outlet for creativity
Insufficient challenge for abilities
Data-People-Things involvement inappropriate
Incongruence with vocational interests
Desire to implement a vocational interest
Disproportion between prescribed and discretionary duties
Insufficient variety in work content
Work pressures and deadlines too demanding
Work becoming too physically demanding
Work context source of dissatisfaction
Employer policies and practices dissatisfying

Purpose of employer enterprise incompatible
Co-workers divergent in values and lifestyles
Personality conflicts with supervisor or co-workers
Earnings determined by living expenses
Desire to "keep up with the Jones'"
Social status of occupation inadequate
Insufficient time for leisure activities
Greener grass in another field (p. 20, 21).

While all of these reasons are not applicable for all midlife clients,
they do represent problems which the midlife person is faced with in vary-
ing degrees and numbers. They are the reasons for "the emerging pattern
of second careers" (Sheppard, 1971 a p. 89). the concept that a person
chooses one career and then remains in that career for life is no longer
valid. Patrick Murphy and Harman Burck (1976) call for a revision in
Super's career development theory due to the research which has uncovered
the midlife transitional phase of personality development.

According to Super's (1957) present theory, the midlife years fall
into the stage of maintenance. During this state, two of the vocational
developmental tasks are: 1) stabilization - a period in which the individual
settles into one particular field between the ages of twenty-five and thirty-
five, 2) consolidation - a period in which the individual consolidates
status and advancement in his field between the ages of thirty-five and
fifty. After reviewing research in the area of midlife career change
(Levinson, Darrow, Klein, Levinson, and McKee, 1976; Horrocks and Mussman,
1970; Armstrong and Scotzin, 1974; Gould, 1972; Henry, 1961; and Sofer,
1970), Murphy and Burck (1976) reached the conclusion that a developmental
stage entitled renewal does occur in midlife and should be inserted between
Super's establishment and maintenance stages. Super's theory is concerned with
the development of a vocational self-concept. It is in midlife that the self-
concept of the individual is questioned and even changed to fit a new life

structure (Levinson et al., 1976). During the stage of renewal, the individual may find that "at midlife one's career may no longer be an expression of that changed self concept and that a change or adjustment in the career may have to be made" (Murphy and Burck, 1976, p. 334).

Group Career Counseling

If counselors are to be helpful to adult clients who are undergoing the transitions and changes found during the midlife years, new counseling strategies and methods of intervention must be developed and evaluated. These strategies must take into consideration the developmental tasks and issues of the midlife developmental stage and include ways to increase vocational maturity, raise the level of self-concept, and increase the ability to make a decision.

In a study utilizing undergraduate students, Smith and Evans (1973) found that group counseling was more effective in increasing the vocational development of the subjects than individual counseling or no counseling. Graff and his associates (1972) found in their research that group career counseling was equally as effective as individual counseling. Hoyt (1955) did a similar study to Smith and Evans (1973) utilizing sixty freshman students. Although there were no differences found between the effectiveness of individual and group counseling, the group participants were more satisfied, realistic, and certain in their choice of careers than the control group.

Group career counseling offers many advantages over individual counseling. Yeager and McMahon (1974) state that group career counseling is efficient and offers a means of comparison among peers in regard to personal achievement, effectiveness of interpersonal relationships,

value systems, lifestyles, and personal goals. Through use of peer support and reassurance, group counseling is effective in reinforcing suitable career development behavior (Aiken and Johnston, 1973).

Transactional Analysis as an Effective Group Counseling Technique

Transactional Analysis was developed in the 1950's by Eric Berne as an "alternative approach to current popular psychoanalytic techniques" (Goldhaber and Goldhaber, 1976, p. 29). Berne insisted that the current psychoanalytic theory was too complex and its language too technical for the layman to understand fully. Since he felt that every individual was capable of understanding personality and behavior or pattern development, Berne concentrated on making psychological terms and concepts easy to understand, explaining them in simple layman language.

Since Transactional Analysis focuses on the analysis of transactions an individual has within the self among the three ego states and with others, it is used primarily as a group therapy. Berne (1961) states that Transactional Analysis is offered as a method of group therapy because it is a "rational, indigenous approach derived from the group situation itself" (p. 165). It allows group members to support one another in their attempt to recognize their own ego state transactions, resulting behavior patterns, and methods of transacting with others.

Transactional Analysis can be combined with other theories, such as Gestalt, psychoanalysis, reality and behavior therapy, in its use as a group therapy. Berne (1961) states that Transactional Analysis "offers a primary matrix within which other therapeutic operations can find their place according to the therapist's personal inclinations" (p. 166). This allows the facilitator great latitude in its use and expands the areas to which Transactional Analysis can be applied.

In education Transactional Analysis has been used in a variety of group situations. David Myrow (1977) describes its use in a pre-service teacher education program. Transactional Analysis was taught students in an effort to better their peer and professional relationships. Meyer, Thomas and Key (1975) successfully used Transactional Analysis with junior high school students in career development. Their premise was that student development and career development are mutual concerns. Through the use of Transactional Analysis, student and career development could be furthered by developing adult thinking and decision making powers. Copeland and Borman (1975) attempted to effect self concept change in seventh grade students through the use of Transactional Analysis as a group process. Self concept change was not demonstrated through immediate post testing. The authors state, however, that if self concept is developmental, change would be a slow process and the self concept may improve over time.

Transactional Analysis has also been used in family agency settings as group psychotherapy. Marilyn Goldhaber (1976) describes its use in combination with reality and behavior therapy and states that "Transactional Analysis seems to work best in groups" (p. 228). She feels that Transactional Analysis in groups allows client participation and feedback which gives their "adults a wealth of information about themselves and their behavior" (Goldhaber and Goldhaber, 1976, p. 228). Steiner (1968), Goulding (1972), and Schiff (1969) support Goldhaber's statements and describe, through their own research and experiences, Transactional Analysis as an effective group treatment.

Organizations, particularly large industrial complexes, have used Transactional Analysis in a group format to aid in solving people-oriented problems. Jongeward (1976), Goldhaber and Goldhaber (1976) and Morrison and O'Hearne (1977) describe various applications of Transactional

Analysis to organizational needs, including redevelopment and restructuring of company values, beliefs and attitudes, use as a consulting model, use in management and supervision training and use in developing effective organizational communication. The application of Transactional Analysis to organizational structures is particularly useful when focused on employees needs, as well as company needs.

Group Career Counseling Programs for Midlife Career Changers

According to Alan Entine (1976 b), the most effective type of counseling for the midlife career changer involves both personal growth and career counseling. A group format for career counseling allows the individual to receive both types of counseling. Exercises in the group format can be devised to allow the individual to identify appropriate work options based on actual abilities and skills and to receive support and assistance from group members about common problems and issues which arise during the mid-life transition. Members who may feel trapped and helpless will be able to relate to those who have the same feelings. It will also be possible for group members to discuss alternatives for the relief of such feelings and for the positive change of situations causing those feelings.

One of the essential goals of career group counseling which is mentioned in a large number of articles is based on Super's theory of the implementation of the self concept in a career. (Entine, 1976 a, b); Healy, 1973; Heddesheimer, 1976; Goodman, Walworth and Waters, 1975). Healy (1973) states that a career group counseling program should allow individuals to discover an occupation which would allow them to use the talents they have and to become the person they wish to become. The objectives of such a career group counseling program include; 1) exploration of the

means the individual has for achieving the career goals through self-examination, 2) examination of the different possibilities from the perspective of these goals and means, 3) development of a plan to enter or continue in the chosen career, 4) execution of the plan, 5) evaluation of the progress made in order to decide on future actions.

Goodman, Walworth, and Waters (1975) present a group career counseling program for midlife career changers which embodies many of Healy's objectives. The basic components for this program involve self-examination and assessment through the use of values clarification exercises, information gathering and personalization techniques, and the career decision making process. The overall goal of the program is to aid the participants to become self-directing in the exploration and planning stages of their new careers and to supply them with the necessary tools to become self directed.

Natalie Rubinton (1977) describes a "New Careers For Adults" program which was funded by the Vocational Educational Act of 1968. The three areas covered by this group career counseling program included career planning strategies, career information giving and discussion of career related concerns. The career planning strategies focused on self-assessment, identification of work related skills, and the setting of short and long term goals. The career information sessions were designed to allow participants to meet with resource people in the academic, industrial, and business communities and discuss various careers available in those settings. Realistic printed information concerning careers was handed out. The career-related concerns were explored in small group sessions. These concerns dealt with the issues surrounding the midlife transition, as well as the realistic concerns felt by older workers, such as age discrimination male-female roles, tight labor market, etc.

This program was evaluated using a pretest-posttest design. It was found that participants rated the "New Careers for Adults" as being very helpful and informative. Attitudes among participants changed significantly concerning competence of decision making ability. The item that was scored the highest by participants dealt with the "how and where to find a job" (Rubinton, 1977, p. 367). The author felt that the program met the needs of a large group of people who were in the process of deciding how and where to gather information about occupational training programs which would allow a career change.

Robbins (1978) lists a number of college programs which are specifically designed for adults. Apparently, there are no articles available evaluating all of these programs. Robbins cautions that the list is not comprehensive and in no way reflects the quality or comprehensiveness of the program listed.

Industrial Career Development Programs

There are a number of large businesses which have organized career development programs for their employees. In an attempt to express a company's reasons for setting up these programs, Robbins (1978) quotes a manager for General Electric: 1) For individuals, to stimulate and guide them to grow within their interest and abilities while contributing to the needs and aims of the organization; and 2) for the employing organization, to humanize its attempts to deal with the needs of its members within operating realities in order to maintain its own survival and growth.

Although there seem to be no programs specifically designed for midlife career changers, the programs offered could be adapted to meet the needs of this population. One of these programs is the Career Development Program sponsored by the General Electric Company (Montana and Higginson,

1978; Robbins, 1978). It was designed to aid employees to initiate and adapt to changes which may occur in their work world. Five phases of career planning are dealt with: 1) Reviewing your career now, 2) Envisioning and crystalizing your next step, 3) Planning your development, 4) Implementing your plan, and 5) Recycling. General Electric has found this program to be highly successful. It has improved the company's methods for fitting the right people to the right jobs, improved the quality of data for manpower reviews, provided a framework for affirmative action, and allowed the company to better predict where the allocation of funds for employee education should be funneled (Robbins, 1978).

Another program which is structured in such a way as to meet the needs of midlife career changes is a five day career development workshop at National Lead Industries (Montana and Higginson, 1978). This program was originally designed to prepare younger men for upper management positions. The workshop includes these procedures:

1) Collection and analysis of personal data to determine managerial, technical and interpersonal strengths and limitations.

2) Formulation of a profile of these characteristics.

3) Identification of factors in work situations that have contributed to success and provided a sense of satisfaction.

4) Survey of various jobs that seem to offer the possibility of satisfaction; how to acquire the knowledge and skill required for these positions.

5) Deciding a feasible succession of future jobs to which the individual aspires and identifying intermediate jobs between the present job and the ultimate one.

6) Comparing present strengths and limitations with the requirements of jobs selected.

7) Identification of developmental needs and prioritizing these needs.

8) Survey of possible approaches for closing gaps.

9) Selection of the most appropriate approach for closing gaps.

10) Writing action plans for the highest-priority development needs.

Emphasis is placed upon personal feedback and self-insight during the exercises conducted at the workshops. Participants are given the opportunity to examine their self concept, assess weaknesses and limitations, receive realistic information concerning their world of work, and choose possible job and occupational changes. The most important component of this program is the evaluation process. A six-month follow-up procedure is done for each participant which consists of a written progress report by the participant concerning the attainment of goals. A year following the workshop, participants meet for a one and one-half day meeting, in which they compare progress made, analyze the factors that have inhibited their progress, and revise their original plans to meet new situations and developmental needs.

The Polaroid Corporation has developed another excellent career development program for its employees (Robbins, 1978). Job vacancies within the company are advertised to employees before being advertised in outside publications. Employees are encouraged to apply for these jobs, even if they are not within the employees' present division or occupation. A group career counseling workshop is available to all employees in order to aid them in clarifying values, skills, goals and interests. These exercises culminate in the development of a career life plan for the participants.

Governmental Policies and Programs Aimed at Midlife Career Changers

Governmental interest and support for counseling programs aimed at the career development of midlife career changers has increased over the years. Two recent study groups have written monographs respectively for the U.S. Department of Health, Education and Welfare (O'Toole, 1974) and for the National Manpower Institute (Wirtz, 1975). Both of these

monographs go into great detail about ways to improve the quality of work life. Both advocate policies which encourage midlife career change and cite it as a benefit for the social good. One of the points stressed is that midlife career changers tend to retire at a later time in life than the person with one career.

Harold L. Sheppard (1978) cited several priorities for research projects dealing with mid-career change which the U.S. Department of Labor should consider for federal funding. In a final report prepared for the Employment and Training Administration (Sheppard, 1978), he reports a need for research on midcareer change to determine 1) the characteristics and work experience of changers and 2) the differences between workers in midlife who wish to change and workers in midlife who do not desire a change. A study of European government sponsored programs for retraining of middle-aged workers is also suggested.

In an article written for the National Council on Aging, Ossofsky (1976) states that second careers are becoming more and more a normal part of the adult stage in the life cycle. He cites a survey of the literature on the capabilities of middle-aged and the older workers which the NCOA's Institute of Industrial Gerontology recently compiled. Some of the findings were:

1) If older workers are properly placed, they function effectively and have greater stability on the job, fewer accidents, and less time lost from work than younger workers do.

2) In most jobs today the physical demands are well below the capacities of most normal aging workers.

Based upon these findings Ossofsky (1976) states that "we also need many different types of second career programs to fill the economic and psychic needs of people in different age categories, with different work experiences, and in different economic circumstances" (p. 88).

Governmental agencies are financing the compilation of these reports. It is conceivable that governmental policies and funding priorities will be affected by these findings. If this occurs, programs for second careers may be federally supported in various settings.

Summary

It is evident from the review of the literature that a midlife transition does exist as a separate developmental stage. It is a period of life which all individuals pass through and in which varying degrees of crises and changes occur. The need for the inclusion of this stage in career development theories has been stated.

Counseling programs to aid the individual who is undergoing a period of crisis in the midlife transition stage must contain personal, as well as vocational components. The midlife career changer will be experiencing more than the simple desire to change occupations. The issues and crises discussed in the literature which arise during the midlife crisis must be dealt with and resolved. If these issues and crises are ignored, they will rise again at a different stage in the developmental process.

The effectiveness of the group career counseling method for aiding the midlife person has been discussed. It has been demonstrated to be a viable format for the participant in educational and industrial settings. The main components of this method of career counseling must include self-assessment, career information, and decision making techniques in order to meet all of the needs of the midlife career changer. This individual is in need of support and assurance concerning abilities, interests, fears, doubts, strengths and weaknesses which a group atmosphere will provide.

Existing programs available for the midlife career changer have been reviewed. The role of existing governmental support of programs for older workers has been reviewed and the need for further research in this area has been expressed.

CHAPTER III

METHODS AND PROCEDURES

Overview

The primary purpose of this study was to assess the effectiveness of a vocational group treatment model designed for the midlife career changer. This model may be used in any work setting which offers a variety of career opportunities to its employees. The effect of the group experience upon the variables of vocational maturity, self-esteem and self-confidence, independence of decision making, and personal integration was assessed.

A comparison of two groups of employees was made in an industrial setting. These groups were 1) the experimental group, whose members received the treatment during the study, and 2) the control group, whose members did not receive treatment during the study, but immediately following the collection of all data for the study. Data collected on both groups were compared using statistical measures to assess significant differences among the variables mentioned above.

A Solomon Four research design (Isaac and Michael, 1971) was used in the study. Eight groups of seven to ten subjects each were formed. Four groups were experimental and four were control groups. Two experimental and two control groups received a pretest. The four experimental groups received treatment. All eight groups received a posttest following the completion of treatment.

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The following diagram illustrates the Solomon Four research design (Isaac and Michael, 1971) chosen for this study:

Group One	Pretest	Treatment	Posttest	(7 to 10 members)
Group Two	Pretest	Treatment	Posttest	(7 to 10 members)
Group Three	Pretest	Control	Posttest	(7 to 10 members)
Group Four	Pretest	Control	Posttest	(7 to 10 members)
Group Five		Treatment	Posttest	(7 to 10 members)
Group Six		Treatment	Posttest	(7 to 10 members)
Group Seven		Control	Posttest	(7 to 10 members)
Group Eight		Control	Posttest	(7 to 10 members)

The Adult Vocational Maturity Inventory and the Vocational Preference Inventory were used as the pre- and posttest instruments. This chapter describes the hypothesis, population and sampling procedures, research design, collection of data, experimental treatment, instrumentation, analysis of data and limitations of the study.

The Hypotheses

The following hypotheses were tested in this study.

Hypothesis 1

As a result of participation in the midlife career change program, there will be no difference in scores of vocational maturity of subjects in experimental groups and in the control groups as measured by the Adult Vocational Maturity Inventory (AVMI).

Hypothesis 2

As a result of participation in the midlife career change program, there will be no difference in scores of independence of decision making of subjects in experimental groups and in the control groups as measured by the Adult Vocational Maturity Inventory (AVMI).

Hypothesis 3

As a result of participation in the midlife career change program, there will be no difference in scores of self-esteem and self-confidence of subjects in experimental groups and in the control groups as measured by the Status Scale of the Vocational Preference Inventory (VPI).

Hypothesis 4

As a result of participation in the midlife career change program, there will be no difference in scores of personal integration of subjects in experimental groups and in the control groups as measured by the Acquiescence Scale of the Vocational Preference Inventory (VPI).

Population and Procedures for the Organization of Groups

A large, diversified company located in central Florida agreed to support this research project by advertising for participants in the management and employee newsletters, and providing space for the treatment groups. Eighty volunteers from all areas and departments of the company, including management, skilled, and unskilled labor, were accepted for the study. The first eighty volunteers who answered the advertisements were invited to participate in the experimental or control groups. In order to insure that these workers were volunteers, the treatment program was offered during their off hours, not during work hours.

Advertisements describing the group experience, participant qualifications and procedures to sign up for the midlife career change program were placed in the management and employee newsletters. The program was called Midlife Career Change Program and was described as follows: 1) open to all employees between the ages of thirty and fifty-five; 2) a program in which participants can learn about themselves and possibilities for charting new careers.

As a further means of advertisement, the researcher discussed and illustrated the program for department heads and training personnel in the company at a pre-arranged meeting. The program was described, a number of sessions discussed, and sign-up information given out. These management personnel were asked to relay this information to workers within their departments.

An employee in the company's Career Planning and Placement office received all calls from interested employees and compiled a list for the researcher. The researcher contacted each interested party by telephone and the selection criteria were discussed and assessed. The employees must be between the ages of twenty-eight and sixty-five, and must express a desire to move from their present type of career. This latter requirement for selection was used in order to avoid attracting persons who wished to redirect their energies in their present career through promotion or transfer methods. For this study, employees were accepted if they expressed a need for a career change. They were not required to express a definite new career direction.

Because of work schedules, four time frames for group treatment were established before volunteers were selected. Each time frame consisted of two hours for treatment and was set up during times employees could attend either before or after their work shift. In this company all days of the week are considered work days. In order that all employees could attend, two time frames of treatment were offered one day and two time frames of treatment were offered the next day of the week. In this way, four time frames for treatment were offered per week: two per day, two days a week for eight weeks.

During the selection process, approximately twenty volunteers were assigned to each of the four frames. Randomization was accomplished by using a table of random numbers to assign half of the volunteers to an experimental group and the other half of the volunteers to a control group per time frame. In this way there were four experimental and four control groups.

This procedure was followed in order to evaluate the interaction of pretesting and treatment that pretesting might have had upon the subjects. This method of assigning the employees to groups also minimized the possibility of differential selection by randomly assigning those who chose a certain time frame to either a control or treatment group.

All eighty workers who replied to the advertisements were contacted by the researcher by telephone. During the telephone conversation, the researcher reported that because of the overwhelming interest, half of the volunteers would participate in the program for an eight-week period, while the remaining half would participate during a second eight-week period. All forty volunteers in experimental groups one and two and control groups three and four were asked to attend the first scheduled sessions for a pretest. Individuals in control groups three and four understood that their treatment would begin eight weeks later.

Experimental groups five and six were contacted by telephone and given a schedule for the treatment group meetings. Control groups seven and eight were told that because of the overwhelming response, their group meetings would begin in eight weeks. They were scheduled for the posttest session immediately following completion of the treatment program for the experimental group. These four groups were not given the pretest as provided by the Solomon Four research design.

Of the eighty respondents contacted, sixty-six were chosen for the statistical analysis in this study. The following is a list of the groups, the number of employees originally accepted in each group, the number of employees whose test scores were used in this study and the number of employees who dropped from the study:

Group	Number Accepted	Number Used in Study for Statistical Analysis	Number Dropped Due to Excessive Absenteeism	Number Who Did Not Show Up For Pretest or Posttest	Number Who Dropped Out Of Group
One	11	10	1	0	0
Two	9	7	0	2	0
Three	10	7	0	3	0
Four	10	7	0	3	0
Five	10	7	0	2	1
Six	10	10	0	0	0
Seven	10	9	0	1	0
Eight	10	9	0	1	0
Total	80	66	1	12	1

The criterion for excessive absenteeism was to miss more than two of the eight scheduled treatment sessions. Twelve of the eighty employees contacted did not come to either the pretest or the posttest sessions. Since no makeup test sessions were given, a total of sixty-six employee test scores were used for statistical analysis. Of these sixty-six employees, thirty-two were pretested and posttested. Thirty-four of the employees received a posttest only. The posttest session was scheduled for all sixty-six employees during the last hour of the eighth treatment session.

Treatment Program

A careful review of the literature and the researcher's personal experience with Transactional Analysis were utilized in the development of this eight-session midlife career change, group counseling program. Each experimental group was scheduled once a week for a two-hour period.

Rationale

Transactional Analysis was chosen as a format for the career coun-
seling group. Actually, several of the goals in Transactional Analysis
and career counseling are the same. Both are concerned with inter- and
intrapersonal growth. Transactional Analysis provides a framework the
client may use during self exploration and exploration of interpersonal
relationships. It also provides a method of discovering, accepting, or
changing the important values one holds. During career counseling, in-
creasing self knowledge, the ability to relate to others, particularly in
a job situation, and discovering the work values a person holds are important
goals. Transactional Analysis provided an exciting and easily understood
format for pursuing these goals.

Transactional Analysis is also concerned with the process persons go
through when making decisions in their lives. This therapy suggests the
use of all three ego states, integrated into the Adult, during the decision
making process (James and Jongeward, 1973). Career counseling is also very
much concerned with the manner in which a person makes a decision.

Gelatt's decision making theory was chosen to be incorporated into
the treatment model because of the cyclical process it describes. It encour-
ages the individual to assess the effect past decisions have had on present
situations. This assessment may be done by examining the extent to which
the Parent, Child, and Adult ego states have entered into the decision making
process. If the participant finds that past decisions made tend to be inef-
fectual or unsatisfactory, the need for a new decision making process
becomes apparent.

According to Gelatt (1962), decision making begins when an individual
realizes that two or more alternatives to a situation exist. The partici-
pants in a midlife career change group are aware of dissatisfaction in

their present careers and the desire to find other alternatives. The next two steps in the process involve the collection of data and the evaluation of the desirability of alternatives generated from the data.

The participants utilized the Parent ego state as described in the theory of Transactional Analysis to gather data on personal and work values; the Child ego state, to clarify feelings concerning self and stereotypes in relation to occupations; and the Adult ego state, to evaluate test results, personal feedback and support from group members, and retraining or re-education information gathered from significant others. When viable alternatives were formed through use of a contract between researcher and participants, the participants predicted the success and desirability of each alternative by processing this information through the computer-like Adult state.

Once the decision was made, it was tried out to determine its possible success. Some decisions became final. Others required a reprocessing of new data, making the entire process cyclical. Combining Transactional Analysis and Gelatt's decision making model allowed individuals to reprocess new data taking all three ego states into consideration each time a situation arose.

Some advantages of using Transactional Analysis as a format for a midlife career change group are: 1) It provides the participants with a common vocabulary with which to discuss themselves and their relationships with others; 2) It increases the participant's self-knowledge and awareness during a crisis period of life; 3) It encourages participants to make use of the Transactional Analysis concept of contracts to define desirable behaviors which enable them to either adapt to their present work environment or take steps toward retraining in a new career.

The major disadvantage of this technique is the amount of time the counselor must spend with the group explaining the concepts of Transactional Analysis. Two two-hour sessions are required to introduce the basic concepts and vocabulary. Considerable time in each of the following sessions is needed to discuss and re-emphasize these concepts.

Other disadvantages include: 1) Transactional Analysis was developed as a theory. Some concepts and methods incorporated into this theory are not applicable to vocational counseling. However, it is possible to include parts of Transactional Analysis concepts, such as structural analysis, the complementary, crossed and ulterior transactions, and exclude others, such as time structuring, strokes, and stamp collecting. 2) Transactional Analysis does not offer terms or concepts to deal with all of the factors that influence career choice, as pointed out by Kurtz (1974). The vocabulary deals with self and with relationships with others; it does not deal directly with the economic, social or cultural factors an individual may face during a second career decision making process. However, its concepts may be combined with Gelatt's decision making model in such a way that the individual can learn to respond to such factors in a realistic and objective manner.

The Transactional Analysis format for a career counseling group of midlife career change clients creates an atmosphere conducive to personal growth. The participants gain a more positive self concept as they gain more self knowledge. Their degree of vocational maturity as defined by Super (1953) and Ginzberg (1972) tends to increase as they realize new options that are open to them.

Description of Treatment Model

The sequence of the experimental treatment was designed to allow the

participant to 1) identify the Parent ego state and examine Parent tapes related to personal and work values; 2) identify the Child ego state and examine Child tapes which relate to feelings about the world of work and specific jobs; 3) identify the Adult state and examine the way it is presently used in decision making situations; 4) receive realistic feedback about self through interactions with group members and vocational interest and personality inventories; 5) learn Gelatt's decision making model (1962); and 6) receive realistic occupational and retraining information to use during the decision making process for a new career direction.

The specific objectives and format of each experimental group session were as follows (see Appendix A for detailed description):

Session One

Objectives: A. To introduce participants to one another
B. To discuss participants' reasons for becoming involved in the group.
C. To discuss and agree upon group goals.
D. To discuss and agree upon individual goals.

Format:

1. Getting acquainted exercises: help group members learn each other's names and establish rapport.

2. Discussion of individual reasons for involvement.

3. Discussion of Leader's goals for group: participants learn what is expected during each group session.

4. Discussion of individual group member's goals.

5. Pretest for Treatment Groups One and Two.

Session Two

Objectives: A. To identify possible career avenues for further research.
B. To identify Self Directed Search code for each participant.
C. To describe "Parent, Adult, Child" concept of Transactional Analysis.

Format:

1. Administration and discussion of the Self Directed Search.

2. Discussion of Self Directed Search and meaning of Self Directed Search codes: Aid participants to understand their Self Directed Search codes.

3. Overview of Transactional Analysis.

4. Drawing Ego Gram: Aid participants in identifying their three personality parts.

5. Homework assignment: Write a career autobiography. Aid participants to review past occupational decisions and present situation.

Session Three

    Objectives: A. To understand the concept of "Parent", "Adult", "Child".
                B. To discuss verbal and nonverbal ego state characteristics.
                C. To discuss "Parent" tapes which are related to career values.

Format:

1. Review of Ego States: Reinforce participants' knowledge of three ego states.

2. Discussion of verbal and nonverbal ego state characteristics - Help participants to recognize when they are in a particular ego state.

3. Values Clarification Exercise: Aid participants to identify their "Parent" tapes in relation to personal values.

4. Career Values Clarification Exercise: Aid participants to recognize characteristics in work environments which they value.

Session Four

    Objectives: A. To identify "Child" tapes and related behavior.
                B. To define the following terms: natural Child, little Professor, and adapted Child.
                C. To identify at least one tape and related behavior for each of the three parts of the Child.

Format:

1. Trust forming exercise: Aid participants to self disclose.

2. Minilecture on the "Child" ego state: Aid participants to understand the concept of the Child ego state.

3. Small group exercise: Aid participants to discover Child ego state tapes.

4. Administration of Meyers-Briggs Type Indicator.

Session Five

Objectives: A. To describe the Adult ego state as defined
in Transactional Analysis theory.
B. To define the meaning of exclusion, contamination,
placating the Parent and pleasing the Child.
C. To give and receive effective feedback from one
another.

Format:

1. "Child" Fantasy Exercise: Aids participants to identify unrealistic,
ideal attitudes and feelings toward the world of work.

2. Minilecture on the "Adult" ego state: Aids participants to understand
the concept of the Adult ego state.

3. Discussion of ways to use "Adult": Enables participants to consider
ways to change or modify behavior.

4. Discussion and small group exercises on giving and receiving effective
feedback: Teaches participants an effective method for giving/receiving
feedback in a work environment.

5. "Adult" Feedback Exercise: Allows participants to give and receive
personal feedback in a positive manner.

Session Six

Objectives: A. To discuss the significance of the type preference
received through results of the Meyers-Briggs Type
Indicator.
B. To identify at least two possible career directions
which interest participants.
C. To gain realistic information concerning the feasi-
bility, necessary time involvement, and financial
requirements for training/re-education in a new career.

Format:

1. Discussion of Meyers-Briggs Type Indicator: Aid participants in under-
standing their particular style of perceiving the world; support or
suggest further thought concerning career directions through person-
ality match.

2. Table Materials: Pamphlets, books, leaflets describing careers, job
trends, educational requirements and opportunities which aid partici-
pants in their thinking realistically about career directions by
supplying career and job information.

3. Panel Discussion Period: To receive information about retraining, re-
education and job opportunities. Panel includes members from university

and community colleges in the area, federal government information office, Florida State Employment Service, company employment and company career planning and placement office.

Session Seven

Objectives: A. To describe a decision making process in which the Parent, Adult, and Child tapes are integrated and used.

B. To discuss career plans in relation to the decision making process taught in the group.

C. To demonstrate intent toward achieving career goals by developing a "contract" with the instructor.

D. To write a resume in the manner described during this session.

Format:

1. Minilecture on Gelatt's Decision Making Process: Teach the participants a decision making model which can be used for personal and career decisions. This model allows the adult to process Parent, Adult, and Child tapes, as well as realistic data in the decision making process.

2. Contract Making: Assure participants that what has gone on in the group between the facilitator and participants is likely to be an activity which promotes growth toward the decision.

3. Resume Writing: Teach and ask participants to write a basic resume directed toward their new career objectives.

Session Eight:

Objectives: A. To prepare for a job interview.

B. To identify the parts of an interview.

C. To exhibit successful verbal/nonverbal behaviors.

Format:

1. Preparation for interview: The participant is able to research policies, programs and products of the company involved.

2. Parts of an interview: To help the participant prepare for all aspects of the interview, including: the introduction, discussion of background, discussion of actual job and closure.

3. Small Group Exercise: The participants "see themselves" in an interview situation through the eyes of their peers.

Instrumentation

The instruments used in this study include the Adult Vocational Maturity Inventory and the Vocational Preference Inventory. These instruments are described below:

1. The Adult Vocational Maturity Inventory (AMVI) was developed by David I.
Sheppard (1971a) to measure the degree of vocational maturity in adults. The
construction of the inventory is based upon the past occupational choices
of adults. The attitudes which are assessed relate to the amount of the
individual's involvement in the vocational choice, orientation toward work,
degree of independence in decision making, and the extent which one factor
may have as an overriding influence upon the choice.

The instrument was validated by Sheppard (1971a) utilizing four hundred
male subjects. An item analysis of the vocational statements which make
up the inventory was done by using two methods: 1) item correlations with
the total score, which provided a measure of internal consistency and
2) t-test, and analysis of variance of the inventory's items to determine
its ability to differentiate among three sample groups, providing a measure
of group validity. A split-half reliability correlation was computed and
found to be .80 for Form I (true and false format) and .84 for Form II
(Likert Scale).

Norms were established by obtaining percentile equivalents from the
raw scores of the forty items which tested out to be the most reliable
and valid. These scores were found to be within normal distribution when
a chi-square analysis was made.

Form II of the Adult Vocational Maturity Inventory was chosen for this
study because of its response format. This format is a Likert five-point
scale with weighted responses of strongly agree (5); agree (4); neutral (3);
disagree (2); and strongly disagree (1). A low total score indicates a high
degree of vocational maturity.

2. The Vocational Preference Inventory (VPI) was developed by John L. Holland

(1975) primarily as a personality inventory. It may also serve as a vocational interest inventory, an inventory to assess personality types in Holland's (1975) theory of career development, and a means to stimulate occupational exploration.

The VPI has a test-retest reliability (.71) for samples of college students and older women which ranges from moderate to high internal consistency for employed male and female adults and for college students (Holland, 1975).

Through a variety of investigations, construct, criterion referenced, and predictive validity have been established for the VPI. The construct validity of the VPI was established in 90 of 100 studies summarized by Holland (1975). Significant correlations have been found between VPI scales and the following personality inventories: California Psychological Inventory, Minnesota Multiphasic Personality Inventory and Edwards Personal Preference Schedule (VPI Manual, 1975).

Criterion related validity has also been established for the VPI. Through concurrent tests, it was found that the VPI discriminated among normal, psychopathic, psychiatric and tuberculosis patients. In a sample of 400 men aged 25 to 55, the VPI correctly identified the occupational groups of 42 percent of the sample (Hughes, 1971). Holland (1963) found the VPI to be moderately predictive of choice of major field and vocation over one and two year periods for high ability students. In addition, the interest scales appear to have moderate validity for predicting occupational memberships and field of training.

The Status Scale was used in the analysis of data for this study. This scale includes fourteen items, the responses to which provide an estimate of an individual's self-esteem and self-confidence. The higher

the score, the higher the degree of self-confidence and esteem; low scores indicate self-depreciation.

The Acquiescence Scale was also used. The first thirty items of this scale measure the degree of personal integration or amount of correlation each individual demonstrates to the following characteristics: sociability, dominance, dependency, impulsiveness, cheerfulness, self-confidence, range of interest, frankness, conventionalism. High scores indicate the reverse. Extremely high scores indicate a lack of personal integration and poor judgment.

3. The Career Development Survey was developed by the researcher to collect demographic data from participants in the study. Information collected under the following headings was used in this study to provide a composite description of those who took part in the study: Age, Marital Status, Children, Other Responsibilities, Residence, Years of Education, Sex, Race, and Years Out of School. Chi square analyses were used to determine if there were any significant differences between the experimental and control groups.

Analysis of Data

The pretest and posttest scores for each of the selected instruments were computed by hand. The responses to the Career Development Survey were assigned numerical values. These scores and numerical values were then transferred, by means of key punch, to data cards for analysis at the Northeast Regional Data Center (NERDC). Data analysis was completed by computer at NERDC. The Statistical Package for the Social Sciences (NIE, 1975) was used for this analysis.

Demographic data collected in the telephone interview and on the Career Development Survey were compared to determine individual differences

(such as age, sex, marital status, education, socio-economic status) and to draw a composite description of the midlife career changer. A 2 x 2 chi-square test was used to determine the existence of significant relationships between the experimental and control groups on the various demographic factors. An analysis of variance for pretest effects was used to determine whether there was a significant amount of interaction between the pretest and the treatment. If there was not a significant amount of interaction, an analysis of covariance was used to compare the pretest-posttest scores of the experimental and control groups which received the pretest. A multiple classification analysis adjusted the means to allow for any initial differences in the groups due to the pretest or differential selection. If there was a significant amount of interaction between the pretest and the treatment, a t-test comparison of the means of the experimental and control groups which did not receive the pretest was used. The level of significance accepted for the analysis of covariance for pretest effects was .10. The level of significance for all other statistical tests was .05.

Limitations of the Study

Several limitations apply to this study and must be understood before replication can be considered. The results of this study can be generalized only to the midlife employees of a large diversified company. The results are not valid for the midlife person who is unemployed or who is employed by a small company which has limited retraining programs and transfer possibilities.

The researcher was unable to randomize completely the sample because of differences in employee availability as a result of differing work hours.

However, an effort was made to control the effects of differential selection by the random assignment of individuals to control or experimental groups in each time frame.

CHAPTER IV

THE FINDINGS

Introduction

This study examined the effectiveness of a group career counseling
experience as a method to assist midlife career changers in clarifying
career directions. The effects of the treatment on the variables of
vocational maturity, independence of decision making, self-esteem and
self-confidence, and personal integration were assessed by using a series
of statistical procedures explained in detail below.

In order to insure that any significant differences found between the
experimental and control groups were due to the treatment and not the
effects or influence the pretesting may have had upon the sample, a Solomon
Four research design (Isaac and Michael, 1971) was chosen for this study.
This design facilitates the control and measurement of the interaction
effects of pretesting by permitting the comparison of pretested and non-
pretested groups. It may be found that the pretest has a significant effect
upon the treatment by actually raising or lowering the level of one of the
variables through interaction with treatment. This effect would suggest
that the pretest can be a valuable tool; at the same time, the influence
of the pretest on the treatment must also be determined. The Solomon Four
research design includes four experimental groups, two pretested and two
non-pretested and four control groups, two pretested and two non-pretested.

The first statistical test used in this study measured the amount of
interaction between the pretest and the treatment. This measurement was accom-
plished through an analysis of variance for pretest effects. If a significant

amount of interaction occurred, it was assumed that the pretest had influenced the results. The level of significance accepted for the analysis of variance was .10. A t-test was used to compare the posttest scores of the experimental (groups five, six) and control (groups seven, eight) groups which were not pretested in order to assess significant differences which occurred because of the treatment.

If a significant amount of interaction between the pretest and the treatment did not occur, an analysis of covariance was used to compare the mean scores of experimental groups (one, two) and control groups (three, four) which received the pretest. A multiple classification analysis of the pretest-posttest means was used as part of the analysis of covariance to adjust for the initial differences between the groups on pretest criteria which arose by chance or through differential selection. The level of significance accepted for the analysis of covariance was .05.

Analysis of the Sample

Personal Characteristics

In this study one of the research questions asked was: What common characteristics, personality traits, and values are displayed by the subjects in this sample? In order to answer this question, data were collected through responses to the Career Development Survey on age, marital status, number of children, residence, years of education completed, sex, race, and number of years out of school. These data were studied by means of chi-square and analysis of variance procedures ($p < .05$ level of significance).

The sixty-six adults who comprised the sample ranged in ages from 28 to 65, with a mean age of 43.2. The largest group (37.8%) ranged in ages from 31 to 40; 30.2 percent, from 51 to 65; 27.1 percent, from 41 to 50; and 4.9 percent, from 28 to 30 years of age. The mean age for females in this sample was 45.20, while the mean age for males was 39.88, as shown

in Table 1. There was no significant difference found between the experimental and control groups by age (Chi square = 31.53329; df = 27).

The majority of these adults (62.2%) were married: 10.6 percent were single: 24.2 percent, divorced; and 3 percent were separated (Table 2). No significant differences were found between the experimental and control groups on the basis of marital status (Chi square = 3.00261; df = 3).

The mean number of children reported by the sample was 1.5; however, 42.2 percent of the adults reported that they had no children (Table 3). In both the control and experimental groups, females reported a higher mean number of children (1.22) than the males (.28). There were no significant differences between the experimental and control groups on the basis of number of children (Chi square = 8.40952; df = 6).

The majority of these adults (63.6%) owned their own homes. Apartment dwellers accounted for 18.2 percent of the sample; 10.6 percent lived in trailers; and 7.6 percent lived in other types of residences. There was no significant difference between the experimental and control groups based upon type of residence (Chi square = 4.2; df = 3), as shown in Table 4.

As reported in Table 5, 35.8 percent of the sample completed some postsecondary education. The mean number of years of education reported by the sample was 13.0. The experimental group reported a mean number of 13.5 years of education, while the control group reported a mean number of 12.5. Females in the sample reported a mean number of 12.77 years of education, and males reported a mean of 13.46. Two adults in the sample, one male and one female did not respond to this question on the Career Development Survey; therefore, 64 responses were used in the statistical analysis. There were no significant differences found between the experimental and control groups on the basis of years of education (Chi square = 11.28201; df = 9).

TABLE 1
DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY AGE

Variable	N	Mean	Age Group 28-30 N	%	Age Group 31-40 N	%	Age Group 41-50 N	%	Age Group 51-65 N	%	Chi-Square	df	Significance of f
Age													
Experimental	33	43.2	2	6.1	13	39.4	8	24.2	10	30.3	31.53329	27	0.23
Male	17	41.94	2	6.1	7	21.1	2	6.1	6	18.2			
Female	16	44.56	0	0	6	18.2	6	18.2	4	12.1			
Control	33	43.1	1	3	12	36.4	10	30.3	10	30.3			
Male	8	35.50	0	0	6	18.2	1	3	1	3			
Female	25	45.60	1	3	6	18.2	9	27.3	9	27.3			
Total	66	43.2	3	4.5	25	37.9	18	27.3	20	30.3			
Male	25	39.88	2	3.0	13	19.7	3	4.5	7	10.6			
Female	41	45.20	1	1.5	12	18.2	15	22.8	13	19.7			

*p < .05 (level of significance)

TABLE 2

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY MARITAL STATUS

Variable	N	Single N	Single %	Married N	Married %	Divorced N	Divorced %	Separated N	Separated %	Chi-Square	df	Significance of f
Marital Status										3.00261	3	0.39
Experimental	33	4	12.1	23	69.7	5	15.2	1	3.0			
Male	17	3	9.1	11	33.3	2	6.1	1	3.0			
Female	16	1	3.0	12	36.4	3	9.1	0	0			
Control	33	3	9.1	18	54.6	11	33.3	1	3.0			
Male	8	1	3.0	5	15.1	2	6.1	0	0			
Female	25	2	6.1	13	39.4	9	27.3	1	3.0			
Total	66	7	10.6	41	62.1	16	24.3	2	3.0			
Male	25	4	6.1	16	24.2	4	6.1	1	1.5			
Female	41	3	4.5	25	37.9	12	18.2	1	1.5			

*p < .05 (level of significance)

TABLE 3

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY NUMBER OF CHILDREN

Variable	N	Mean	Zero		One		Two		Three		Four		Six		Six		Seven		Chi-Square	df	Significance of f
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Number of Children																					
Experimental	33	1.64	13	39.4	2	6.1	6	18.2	8	24.2	4	12.1	0	0	0	0	0	0	8.40952	6	0.21
Male	17	1.41	8	24.3	2	6.1	1	3.0	4	12.1	2	6.1	0	0	0	0	0	0			
Female	16	1.88	5	15.1	0	0	5	15.2	4	12.1	2	6.0	0	0	0	0	0	0			
Control	33	1.40	15	45.4	6	18.2	6	18.2	2	6.1	2	6.1	0	0	1	3	1	3			
Male	8	1.00	5	15.1	0	0	1	3.0	2	6.1	0	0	0	0	0	0	0	0			
Female	25	1.40	10	30.3	6	18.2	5	15.2	0	0	2	6.1	0	0	1	3	1	3			
Total	66	1.50	28	42.2	8	12.1	12	18.2	10	15.2	6	9.1	0	0	1	1.6	1	1.6			
Male	25	.28	13	19.7	2	3.0	3	3.0	6	9.1	2	3.0	0	0	0	0	0	0			
Female	41	1.22	15	22.5	6	9.1	10	15.2	4	6.1	4	6.1	0	0	1	1.6	1	1.6			

*p <.05 (level of significance)

TABLE 4

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY RESIDENCE

Variable	N	Apartment N	%	Trailer N	%	Own Home N	%	Other N	%	Chi-square	df	Significance of f
Residence												
Experimental	33	3	9.1	4	12.1	14	72.7	2	6.1	4.20000	3	0.24
Male	17	2	6.1	4	12.1	10	30.3	1	3.0			
Female	16	1	3.0	0	0	4	42.4	1	3.1			
Control	33	9	27.3	3	9.1	18	54.5	3	9.1			
Male	8	1	3.0	1	3.0	4	12.1	2	6.1			
Female	25	8	24.3	2	6.1	14	42.4	1	3.0			
Total	66	12	18.2	7	10.6	42	63.6	5	7.6			
Male	25	3	4.5	5	7.6	14	21.2	3	4.5			
Female	41	9	13.6	2	3.1	28	42.4	2	3.1			

*p < .05 (level of significance)

TABLE 5

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY YEARS OF EDUCATION

Variable	N	Mean	Eight N	Eight %	Ten N	Ten %	Eleven N	Eleven %	Twelve N	Twelve %	Thirteen N	Thirteen %	Fourteen N	Fourteen %
Years of Education														
Experimental	31**	13.5	1	3.2	0	0	1	3.2	12	38.7	4	12.9	3	9.7
Male	16	13.75	1	3.2	0	0	1	3.2	5	16.2	1	3.3	1	3.2
Female	15	13.33	0	0	0	0	0	0	7	22.6	3	9.6	2	6.5
Control	33	12.50	0	0	2	6.1	1	3	17	51.5	6	18.2	5	15.2
Male	8	12.88	0	0	1	3.0	0	0	3	10.0	1	3.0	2	6.1
Female	25	12.44	0	0	1	3.1	1	3	14	42.4	5	15.2	3	9.1
Total	64	13.00	1	1.6	2	3.1	2	3.1	29	45.4	10	15.6	8	12.5
Male	25	13.46	1	1.6	1	1.6	1	1.6	8	12.5	2	3.1	3	4.7
Female	41	12.77	0	0	1	1.5	1	1.5	21	33.0	8	12.5	5	7.8

TABLE 5 - continued

Years of Education	Fifteen N	Fifteen %	Sixteen N	Sixteen %	Seventeen N	Seventeen %	Eighteen N	Eighteen %	Chi-square	df	Significance of f
Experimental	1	3.2	6	19.4	2	6.5	1	3.2	11.28201	9	0.2569
Male	1	3.2	4	13.0	1	3.2	1	3.2			
Female	0	0	2	6.5	1	3.3	0	0			
Control	1	3.0	1	3.0	0	0	0	0			
Male	0	0	1	3.0	0	0	0	0			
Female	1	3.0	0	0	0	0	0	0			
Total	2	3.1	7	10.9	2	3.1	1	1.6			
Male	1	1.5	5	8.0	1	1.6	1	1.6			
Female	1	1.6	2	2.9	1	1.5	0	0			

*p < .05 (level of significance)
**1 Male, 1 Female failed to respond to this question on Career Development Survey.

There was a majority (62.1%) of women in the sample. A significant difference between the experimental and control groups was found on the basis of sex (Chi square = 4.57069; df = 1). The control group consisted of 24.2 percent males and 75.8 percent females. The experimental group consisted of 51.5 percent males and 48.5 percent females (Table 6).

The majority (93.9%) of adults in the sample classified themselves as White by race; 3,1 percent, Black; 1.5 percent, Mexican; and 1.5 percent, Indian. There was no significant difference between the experimental and control groups by race (Chi square = 4.13313; df = 3).

The mean number of years out of school for the sample as a whole was 17.3 (Table 8). Males in the sample reported being out of school for a mean number of 10.13 years; while females reported a mean number of 21.69 years. Three of the adults in the experimental group did not respond to this question on the Career Development Survey; therefore, 63 responses were used for statistical analysis. There were no significant differences found between the experimental and control groups based on the number of years out of school (Chi square = 30.25887; df = 30).

Additional Information Related to Sample Characteristics

The Vocational Preference Inventory was administered to the sample and scored by hand. The raw scores were then transferred to a norming profile sheet provided by the test publishing company. This profile sheet converts the raw scores into percentile ranks. There is a separate profile for males and females. In this study a normal range for a profile is defined by the following criteria: 1) profiles with six or more scales which fell in the 40 to 90 percentile range for males and 30 to 90 percentile range for females; and 2) profiles in which raw scores range between 5 to 20. When the raw scores for the sample were transferred to the norming profiles,

TABLE 6

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY SEX

Variable	N	Male		Female		Chi-square	df	Significance of f
		N	%	N	%			
Sex						4.57069**	1	0.0325*
Experimental	33	17	51.5	16	48.5			
Control	33	8	24.2	25	75.8			
Total	66	25	37.9	41	62.1			

*p < .05 (level of significance)
**Corrected Chi-square
  Raw Chi-square 5.72597 with 1 degree of freedom--significance 0.0167.

TABLE 7

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY RACE

Variable	N	Black		White		Indian		Mexican		Chi-Square	df	Significance of f
		N	%	N	%	N	%	N	%			
Race										4.13313	3	0.2474
Experimental	33	0	0	32	97.0	1	3	0	0			
Male	17	0	0	16	48.5	1	3	0	0			
Female	16	0	0	16	48.5	0	0	0	0			
Control	33	2	6.1	30	90.9	0	0	1	3.0			
Male	8	0	0	8	24.2	0	0	0	0			
Female	25	2	6.1	22	66.7	0	0	1	3.0			
Total	66	2	3.1	62	93.9	1	1.5	1	1.5			
Male	25	0	0	24	36.4	1	1.5	0	0			
Female	41	2	3.1	38	57.6	0	0	1	1.5			

*p ≤.05 (level of significance)

TABLE 8

DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS BY YEARS OUT OF SCHOOL

Variable	N	Mean	Zero N	%	1-10 N	%	11-20 N	%	21-30 N	%	31-42 N	%	Chi-square	df	Significance of f
Years Out of School													30.25087	30	0.4525
Experimental	30**	16.50	2	6.7	10	33.3	6	20	9	30.0	3	10			
Male	16	10.81	1	3.3	10	33.3	2	6.7	3	10.0	0	0			
Female	14	33.93	1	3.4	0	0	4	13.3	6	20.0	3	10			
Control	33	17.10	6	18.1	5	15.2	9	27.3	3	9.1	10	30.3			
Male	8	8.75	1	3.0	4	12.1	2	6.1	1	3.0	0	0			
Female	25	21.00	5	15.1	1	3.0	7	21.2	2	6.1	10	30.3			
Total	63	17.30	8	12.7	15	23.8	15	23.8	12	19.1	13	20.6			
Male	24	10.13	2	3.2	14	22.2	4	6.3	4	6.3	0	0			
Female	39	21.69	6	9.5	1	1.6	11	17.5	8	12.8	13	20.6			

*p <.05 (level of significance)
**1 Male, 2 Females failed to respond to this question on Career Development Survey.

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it was found that 37.9 percent of the sample fell within normal ranges (Table 9).

The majority of the sample (62.1%) fell within extreme or random response styles. Scale interpretation suggests the following personality traits may be indicated for individuals whose response styles are extreme or random: defensive behavior, lack of interpersonal skills, self-deprecation, incompetency, depression, confusion about self and career goals, low level of personal integration and low level of self confidence.

Findings Related to the Null Hypotheses

The differences between the adults attending the treatment sessions and those not attending the treatment sessions were studied in terms of differences found in vocational maturity, independence of decision making, self-esteem and self-confidence, and personal integration as measured by the Adult Vocational Maturity Inventory and the Vocational Preference Inventory. The effects of possible interaction between pretesting and treatment were also studied through analysis of covariance for pretest effect. Findings related to the null hypotheses follow.

Hypothesis 1

As a result of participation in the midlife career change program, there will be no difference in scores of vocational maturity of subjects in experimental groups and in the control groups as measured by the Adult Vocational Maturity Inventory (AVMI).

The Adult Vocational Maturity Inventory provides a score which ranges from 200 to 40, with low scores reflecting higher degrees of vocational maturity. A review of Table 10 shows that the experimental groups' mean score was 100.94 on the pretest and a mean score of 99.61 on the posttest. The control groups' mean score was 100.15 on the pretest and a mean score of 101.45 on the posttest.

TABLE 9

SCORES OF SAMPLE ON VOCATIONAL PREFERENCE INVENTORY

	N	Normal Range N	%	Extreme Response Style N	%	Random Response N	%	Extreme Infrequency N	%	Extreme Acquiescence Scale N	%
Pretest – Posttest	32										
Male	17	5	15.7	10	31.2			1	3.1	1	3.1
Female	15	4	12.5	5	15.7	1	3.1	2	6.2	3	9.4
Posttest Only	34										
Male	8	4	11.8	2	5.9			1	2.9	1	2.9
Female	26	12	35.3	11	32.4			1	2.9	2	5.9
Total	66	25	37.9	28	42.4	1	1.5	5	7.6	7	10.6
Male	25	9	13.6	12	18.1	0	0	2	3.0	2	3.0
Female	41	16	24.3	16	24.3	1	1.5	3	4.6	5	7.6

TABLE 10

ANALYSIS OF MEAN SCORES FOR SAMPLE ON THE ADULT VOCATIONAL MATURITY INVENTORY

Group	Means for Pretested Groups (n = 32)				Means for Non-Pretested Groups (n = 34)		Combined Posttest Group Means (n = 66)	
	Pretest Means	SD	Posttest Means	SD	Posttest Means	SD	Posttest Means	SD
Control	100.46	16.96	104.27	15.71	99.10	14.43	101.45	15.02
Male	108.20	11.03	112.00	11.07	115.00	14.80	113.13	11.62
Female	96.50	18.51	100.40	16.73	95.93	12.52	97.72	14.19
Experimental	105.00	18.08	98.00	15.12	101.31	10.86	99.61	13.13
Male	109.69	16.64	100.18	17.49	102.50	13.72	101.00	15.85
Female	97.50	19.70	94.00	9.53	100.60	9.51	98.13	9.77
Grand Mean							100.53	14.03
Male							104.88	15.50
Female							97.88	12.52

An analysis of covariance on pretest-posttest scores of the combined sample for pretest effect (Table 11) revealed that there was no significant amount of interaction between the pretest and the treatment (f = 1.469). For this reason, an analysis of covariance was used to compare the mean scores of the experimental (groups one and two) and control (groups three and four) groups which received the pretest (Table 12). A multiple classification analysis of the pretest-posttest means (Table 13) reveals how the means were adjusted for initial differences between the groups on pretest criteria that arose either by chance or due to differential selection.

The analysis of covariance indicated that there was a significant difference between the experimental and control groups on posttest scores in the level of vocational maturity (f =5.548). The experimental group raised its level of vocational maturity significantly by the end of the treatment period, when compared with the control group; therefore, hypothesis 1 is rejected.

Hypothesis 2

> As a result of participation in the midlife career change program, there will be no difference in scores of independence of decision making of subjects in experimental groups and in the control groups as measured by the Adult Vocational Maturity Inventory (AVMI).

The sum of the Adult Vocational Maturity Inventory items 2, 3, 10, 11, 16, 17, 23, 24, and 28 measure for the factor of independence of decision making. Scores range from 45 to 9, with lower scores reflecting a high degree of independence of decision making. A review of Table 14 indicates that the mean score for the experimental groups on the pretest was 19.94 and on the posttest was 18.48. The mean score for the control groups on the pretest was 19.93 and on the posttest, 19.21.

An analysis of covariance on the pretest-posttest scores of the

TABLE 11

ANALYSIS OF COVARIANCE FOR PRETEST EFFECTS
ON SCORES OF SAMPLE FOR THE ADULT VOCATIONAL MATURITY INVENTORY

Source of Variation	df	Sum of Squares	Mean Squares	f
Main Effects	2	69.858	34.929	0.174
Group	1	59.558	59.558	0.297
Pretest	1	13.479	13.479	0.067
2- way Interactions				
Group Pretest	1	294.433	294.433	1.469
Residual	62	12428.070	200.453	0.606
Total	65	12792.363	196.806	

*p< .10 (level of significance)

TABLE 12

ANALYSIS OF COVARIANCE OF PRETEST-
POSTTEST SCORES OF PRETESTED EXPERIMENTAL AND CONTROL GROUPS FOR
THE ADULT VOCATIONAL MATURITY INVENTORY

Source of Variation	df	Sum of Squares	Mean Squares	f
Covariates·	1	3334.832	3334.832	28.135
Between Groups	1	657.625	657.625	5.548*
Within Groups	29	3437.395	118.531	
Total	31	7429.852	239.673	

*p < .05 (level of significance)

TABLE 13

MULTIPLE CLASSIFICATION ANALYSIS OF PRETEST
POSTTEST MEANS OF PRETESTED EXPERIMENTAL AND CONTROL GROUPS
FOR THE ADULT VOCATIONAL MATURITY INVENTORY

Variable + Category	$\underline{N}$	Unadjusted Deviation	Adjusted Deviation
Group			
Control	33	0.92	0.95
Experimental	33	−0.92	−0.95
Pretest			
Yes	32	0.41	0.47
No	34	−0.38	−0.44

TABLE 14

ANALYSIS OF MEAN SCORES FOR SAMPLE ON INDEPENDENCE OF DECISION MAKING ON THE ADULT VOCATIONAL MATURITY INVENTORY

Group	Means for Pretested Groups (n = 32)				Means for Non-Pretested Groups (n = 34)		Combined Posttest Group Means (n = 66)	
	Pretest Means	SD	Posttest Means	SD	Posttest Means	SD	Posttest Means	SD
Control	19.93	5.22	19.47	3.27	19.00	3.47	19.21	3.47
Male	20.00	4.30	21.00	4.36	23.67	4.73	22.00	4.38
Female	19.00	5.81	18.70	2.50	18.07	2.81	18.32	2.66
Experimental	19.94	4.28	17.41	3.41	19.63	3.81	18.48	3.73
Male	20.64	4.74	18.00	3.63	19.67	2.94	18.59	3.41
Female	18.67	3.27	16.33	2.94	19.60	4.40	18.38	4.15
Grand Mean							18.85	3.59
Male							19.68	4.00
Female							18.34	3.27

combined sample for the pretest effect (Table 15) revealed that there was
no significant amount of interaction between the pretest and the treatment
($f = 2.321$). For this reason an analysis of covariance was used to compare
the mean scores of the experimental (groups one and two) and control (groups
three and four) groups which received the pretest (Table 16). A multiple
classification analysis of the pretest-posttest means (Table 17) shows how
the means were adjusted for initial differences between the groups on
pretest criteria that arose by chance or due to differential selection.

The analysis of covariance showed that there was a significant
difference between the experimental and control groups on posttest scores
for the level of independence of decision making ($f = 5.409$). The experi-
mental group raised its level of independence of decision making at the
end of the treatment when compared with the control group; therefore, hypothesis
2 is rejected.

Hypothesis 3

As a result of participation in the midlife career change program,
there will be no significant difference in scores of self-esteem
and self-confidence of subjects in experimental groups and in
control groups as measured by the Status Scale of the Vocational
Preference Inventory (VPI).

The Status Scale of the Vocational Preference Inventory measures the
individual's level of self-esteem and self-confidence. Scores range from 14
to 1. The higher scores are positively correlated with self-esteem and self-
confidence, while low scores represent self-depreciation. As shown in Table
18, the experimental groups' mean score on the pretest was 7.94; its posttest
mean score was 7.88. The control groups' pretest mean score was 6.21 and
its posttest mean score was 6.79.

An analysis of covariance for pretest effect (Table 19) revealed that

TABLE 15

ANALYSIS OF COVARIANCE FOR PRETEST EFFECTS ON SCORES OF
SAMPLE FOR INDEPENDENCE OF DECISION MAKING ON THE ADULT
VOCATIONAL MATURITY INVENTORY

Source of Variation	df	Sum of Squares	Mean Squares	f
Main Effects	2	21.395	10.698	0.842
Group	1	7.469	7.469	0.588
Pretest	1	12.668	12.668	0.997
2-Way Interactions				
Group Pretest	1	29.489	29.489	2.321
Residual	62	787.595	12.703	
Total	65	838.479	12.900	

*$p < .10$ (level of significance)

TABLE 16

ANALYSIS OF COVARIANCE OF PRETEST-POSTTEST SCORES OF PRETESTED
EXPERIMENTAL AND CONTROL GROUPS FOR INDEPENDENCE OF DECISION
MAKING ON THE ADULT VOCATIONAL MATURITY INVENTORY

Source of Variation	df	Sum of squares	Mean squares	f
Covariates	1	102.234	102.234	13.162
Between Groups	1	42.011	42.011	5.409*
Within Groups	29	225.254	7.767	
Total	31	369.499	11.919	

*p <.05 (level of significance)

TABLE 17

MULTIPLE CLASSIFICATION ANALYSIS OF PRETEST-POSTTEST MEANS OF PRETESTED
EXPERIMENTAL AND CONTROL GROUPS FOR INDEPENDENCE OF DECISION MAKING ON
THE ADULT VOCATIONAL MATURITY INVENTORY

Variable + Category	$\underline{N}$	Unadjusted Deviation	Adjusted Deviation
Group			
Control	33	0.36	0.34
Experimental	33	-0.36	-0.34
Pretest			
Yes	32	-0.47	-0.45
No	34	0.45	0.43

TABLE 18

ANALYSIS OF MEAN SCORES FOR SAMPLE ON THE STATUS SCALE OF THE
VOCATIONAL PREFERENCE INVENTORY

Group	Means for Pretested Groups (n = 32)				Means for Non-Pretested Groups (n = 34)				Combined Posttest Group Means (n = 66)	
	Pretest Means	SD	Posttest Means	SD		Posttest Means	SD		Posttest Means	SD
Control	6.21	2.19	5.87	2.26		7.56	2.41		6.79	2.41
Male	6.40	2.19	6.40	1.14		6.33	1.15		6.38	1.06
Female	6.11	2.32	5.60	2.68		7.00	2.43		6.92	2.71
Experimental	7.94	2.27	8.41	2.12		7.31	2.89		7.88	2.60
Male	7.27	2.05	8.00	2.14		7.83	2.93		7.94	2.36
Female	9.17	2.32	9.17	2.04		7.00	3.13		7.81	2.90
Grand Mean									7.33	2.54
Male									7.44	2.14
Female									7.27	2.78

TABLE 19

ANALYSIS OF COVARIANCE FOR PRETEST EFFECTS ON SCORES OF SAMPLE FOR THE STATUS SCALE OF THE VOCATIONAL PREFERENCE INVENTORY

Source of Variation	df	Sum of Squares	Mean Squares	f
Main Effects	2	69.858	34.929	0.174
Group	1	59.558	59.558	0.297
Pretest	1	13.473	13.473	0.067
2- Way Interactions				
Group Pretest	1	294.433	294.433	1.469*
Residual	62	12428.070	200.453	0.606
Total	65	12792.363	196.806	

*p< .10 (level of significance)

there was a significant amount of interaction between the pretest and the treatment (f = 5.382). For this reason a t-test was chosen to compare the posttest means of the experimental (groups five and six) and control (groups seven and eight) groups which did not receive the pretest. This procedure allowed for a comparison of means to assess significant differences between groups without the contamination of the pretest. Table 20 shows that there were no significant differences between the experimental and control groups (f = 1.67) in the t-test procedure. The level of self-esteem and self-confidence of the experimental group did not change significantly more than that of the control group; therefore, hypothesis 3 was accepted.

Hypothesis 4

As a result of participation in the midlife career change program, there will be no difference in scores of personal integration of subjects in experimental groups and control groups as measured by the Acquiescence Scale of the Vocational Preference Inventory (VPI).

The Acquiescence Scale of the Vocational Preference Inventory measures the personal effectiveness and personal integration of the individual. Scores range from 30 to 0. Extremely high scores represent an individual's tendency to over-respond to the test items by choosing many occupations. This tendency suggests that the individual lacks the ability to adequately discriminate among the different ability requirements of occupations, is unaware of the abilities he/she possesses, and is confused about what type of an occupation to pursue. The individual with high scores tends to lack personal interaction and to be confused and disoriented in his/her attitudes toward the world of work. Extremely low scores indicate that the individual chose very few occupations. Few preferences indicate low self-esteem, low self-confidence, unsociable and depressed or unconventional outlooks toward the occupational world.

TABLE 20

T-TEST COMPARISON OF POSTTEST SCORES ON THE STATUS SCALE OF THE
VOCATIONAL PREFERENCE INVENTORY FOR NON-PRETESTED EXPERIMENTAL AND
CONTROL GROUPS

Comparison	Mean	T-Value	SD	Standard Error	f
Control	7.56		2.307	0.544	
		0.27			2.43
Experimental	7.31		2.938	0.756	

*p <.05 (level of significance)

High and low scores are defined by John Holland (1975) as mean raw scores which are high in terms of an appropriate normative sample; that is to say, scores with a high percentile rank (Holland, 1975). Included with the Vocational Preference Inventory answer sheet is a norming profile which converts raw mean scores into percentile ranks. There is a separate profile for males and females. For this study, the norming profile was used to interpret high scores for both males and females as falling in the 75 and above percentile rank with raw mean scores of 25 to 30 on the Acquiescence Scale. Low scores for both males and females were interpreted to be in the 40 and below percentile ranks with raw scores of 0 to 6.

As shown in Table 21, the experimental groups had a mean score of 12.1 on the pretest and 12.38 on the posttest. The control groups had a mean score of 6.50 on the pretest and 7.75 on the posttest.

An analysis of covariance for pretest effect (Table 22) revealed that there was a significant amount of interaction between the pretest and the treatment ($f = 7.762$). For this reason, a t-test was chosen to compare the posttest means of the experimental (groups five and six) and the control (groups seven and eight) groups which did not receive the pretest. This procedure allowed for a comparison of means to assess for significant differences between groups without the contamination of the pretest. A review of Table 23 shows that no significant differences between the experimental and control groups ($f = 2.43$) were found through the t-test procedure. The level of personal integration of the experimental group did not change significantly more than that of the control group; therefore, hypothesis 4 was accepted.

TABLE 21

ANALYSIS OF MEAN SCORES FOR SAMPLE ON THE ACQUIESCENCE SCALE OF THE VOCATIONAL
PREFERENCE INVENTORY

Group	Means for Pretested Groups (n = 32)				Means for Non-Pretested Groups (n = 34)		Combined Posttest Group Means (n = 66)	
	Pretest Means	SD	Posttest Means	SD	Posttest Means	SD	Posttest Means	SD
Control	6.50	4.20	5.93	4.56	8.83	6.16	7.51	5.65
Male	5.40	3.13	6.40	5.59	9.67	10.02	7.63	7.03
Female	7.11	4.76	5.70	4.49	8.67	5.61	7.48	5.30
Experimental	12.41	6.07	14.41	7.27	10.07	3.15	12.00	6.33
Male	10.72	7.27	13.31	8.40	10.67	2.94	12.71	7.02
Female	15.50	4.32	15.50	5.09	8.70	4.42	11.25	5.65
Grand Mean							10.06	6.23
Male							11.08	7.29
Female							9.41	5.44

TABLE 22

ANALYSIS OF COVARIANCE FOR PRETEST EFFECTS ON SCORES OF SAMPLE FOR THE
ACQUIESCENCE SCALE OF THE VOCATIONAL PREFERENCE INVENTORY

Source of Variation	df	Sum of Squares	Mean Squares	f
Main Effects	2	350.044	175.022	5.336
Group	1	321.327	321.327	9.797
Pretest	1	18.165	18.165	0.554
2- Way Interactions				
Group Pretest	1	254.589	254.589	7.762*
Residual	62	2033.482	32.789	
Total	65	2638.115	40.586	

*p< .10 (level of significance)

TABLE 23

T-TEST COMPARISON OF POSTTEST SCORES ON THE STATUS SCALE OF THE
VOCATIONAL PREFERENCE INVENTORY FOR NON-PRETESTED EXPERIMENTAL AND
CONTROL GROUPS

Comparison	Mean	T-Value	SD	Standard Error	f
Control	8.83		6.16	1.451	
		- 0.34			2.43
Experimental	9.44		3.95	0.987	

*p <.05 (level of significance)

SUMMARY AND CONCLUSIONS

The purpose of this study was to examine the effectiveness of a group career counseling experience as a method to assist midlife career changers in clarifying career directions. The treatment was designed to meet both the personal and career development needs of subjects by use of Transactional Analysis as a format. Past studies of midlife career changers have minimized the personal needs of subjects. The emphasis has been to supply the individual with current factual career and job information in order to make the decision-making process viable and realistic. This study examined a treatment model which offered this type of information, but also enabled the subjects to deal with personal problems related to the present work environment as well. This model enhanced and encouraged self-exploration through values clarification, feedback, and fantasy exercises.

Overview

This study compared eight groups of employed adults in midlife who expressed a desire to change careers. Four of the groups received a pre-test and a posttest; two were control and two, experimental groups. Four of the groups received a posttest only; two were control and two, experimental groups. The groups were arranged and tested in this way in order to assess any interaction effects pretesting may have had upon the treatment.

All of the sample were employees of the same company located in the central Florida area. Their jobs varied from management to custodial classifications. A study of these employees was made using statistical analyses

in the Statistical Package for Social Sciences (NIE, 1975) to assess the effects of group treatment on the following variables: vocational maturity, independence of decision making, self-esteem and self-confidence, and personal integration as measured by the Adult Vocational Maturity Inventory and the Vocational Preference Inventory.

The treatment used a variety of self-assessment exercises, including values clarification, feedback and fantasy exercises. The format of Transactional Analysis enabled the participants to make realistic decisions through the use of the "computerlike Adult", one part of the personality as described by Transactional Analysis theory. Realistic, current information concerning careers, available jobs within the company and within the central Florida area, educational opportunities, and current trends in the labor market was made available to the experimental groups by means of a panel of experts. Members of the panel consisted of representatives of educational institutions in the area, the Florida State Employment Service, the Federal Office of Personnel, and the representatives of the company's personnel and educational offices. Job employment skills, including resume writing and job interviewing techniques, were discussed within the experimental treatment groups.

The results presented in Chapter Four indicate that there were some differences between the experimental and control, pretested and not pretested groups. These differences are discussed in the following section.

Discussion

Based upon the data presented in the preceding chapter, a number of observations can be made. The experimental group consisted of 16 females and 17 males. The control group consisted of 8 males and 25 females. The significant difference found by sex between the control and experimental groups may have affected the results of this study. The females in the

sample were older and had been out of school longer than the males.
Attitudes towards test taking influenced by the number of years out of
school, differences in vocational interests because of sex, years of
education already completed, and attitudes towards returning to school
are factors which could influence the mean scores of the sample. It
must also be noted that there was a very small percentage of racial
minorities in the sample; therefore, the results of this study cannot
be generalized to minority populations.

   The results of the sample scores on the Vocational Preference Inven-
tory suggested that the majority of the sample were depressed, had a low
level of self-esteem, self-confidence and personal integration, and were
confused, with an inaccurate knowledge of their abilities and a low degree
of self-understanding. This situation suggests the possibility that these
traits are affecting the productivity of the employees in the work environ-
ment. Unresponsiveness to the company's needs and desires, fear or inability
to be creative and lack of good interpersonal relationships could result
from the employee's depression and confusion. Defensiveness, a feeling of
mistrust, and misunderstandings can easily develop in an unhappy, dissatisfied
employee, who is unable to effectively communicate with peers or management.

   Hypothesis 1 states that there will be no difference in the scores for
vocational maturity of the experimental and control groups as a result of
treatment. A decrease in the total score of the Adult Vocational Maturity
Inventory indicates a rise in the level of vocational maturity. A rise in
the total score of the AVMI indicates a decrease in the level of vocational
maturity. Analysis of the pretest and posttest scores of the experimental
and control groups revealed a significant change in the desired direction for
the scores of the experimental groups; therefore, the treatment program in-
creased the level of vocational maturity of experimental group members. This

increase suggests that the treatment program enabled the participants to review career goals without the influence of career myths or misinformation. In contrast, the scores of the control group on the Vocational Maturity Inventory did not reveal a significant change in the desired direction, suggesting that their level of Vocational Maturity remained the same during the time the experimental groups were attending treatment sessions. Since there were significant differences in the scores for vocational maturity of the experimental and control groups as a result of treatment, hypothesis 1 was rejected.

Hypothesis 2 states that there will be no differences in the scores for independence of decision making on the Adult Vocational Maturity Inventory of the experimental and control groups as a result of treatment. The scores of the experimental group lowered significantly following treatment, which suggests that the treatment was effective in raising this group's level of independence of decision making. It appears that following treatment, these adults were more effective and depended less upon unrealistic information and career myths in their career decision-making process. The decision-making ability of these adults may transfer from career decisions to personal and work-related decisions. The scores of the control group did not lower during the time of treatment for the experimental group; therefore, there were significant differences between the scores of the experimental and control groups for this variable following treatment. On this basis, hypothesis 2 was rejected.

Hypothesis 3 states that there will be no difference in the scores for self-esteem and self-confidence on the Status Scale of the Vocational Preference Inventory of the experimental and control groups as a result of treatment. Since there was a significant amount of interaction between the pretest and the treatment, the scores of the non-pretested experimental

and control groups were compared. No significant difference between the posttest scores of these groups was found following treatment. Therefore, hypothesis 3 was accepted. This finding may reflect the probability that self-concept change, such as lowering or raising self-esteem and self-confidence, is a developmental process which occurs over a span of time. The posttest was administered during the last treatment session. Perhaps a sufficient amount of time had not elapsed between the treatment and the posttest session to allow for self-concept change to occur. This finding could also indicate that the instrument used in this study was not sensitive enough to measure the amount, if any occurred, of self-concept change following treatment.

Hypothesis 4 states that there will be no difference in the scores of personal integration on the Vocational Preference Inventory of the experimental and control groups following treatment. There was a significant amount of interaction between the pretest and the treatment. For this reason, the posttest scores of the non-pretested experimental and control groups were compared. There were no significant differences found between the posttest scores of the non-pretested experimental and control groups; therefore, hypothesis 4 was accepted. However, there was a trend for an increase in the level of personal integration for the pretested experimental groups and a trend for decrease of this variable in the pretested control groups following the treatment sessions. This information suggests that the pretest interaction with treatment was a beneficial and necessary part of the treatment in order to raise the level of personal integration in individuals. The experimental groups raised their level of personal integration, personal effectiveness and interpersonal communication skills. Increased personal integration may help to decrease communication problems this group may have had with peers and management in the work environment.

In connection with the instruments chosen for this study, it should be noted that the Vocational Preference Inventory was the instrument which registered pretest interaction with the treatment. Perhaps this instrument focuses the individual's attention on different careers and influences his/her reaction to the treatment. It may also indicate that adults take this inventory with other thoughts in mind than vocational interests. The past work experiences and present work environment could affect the way in which adults respond to the inventory, lowering or raising the responsiveness they demonstrate. Perhaps this instrument is inappropriate in its present form for use with midlife career change individuals.

Conclusions

This study leads the researcher to the following conclusions:

1. The treatment program, which utilized Transactional Analysis and Gelatt's decision making theory, significantly raised the level of vocational maturity in the experimental group. Since there were no pretest interactions found, it is concluded that the treatment was responsible for the raising of this variable in the experimental groups.

2. The treatment program which utilized Transactional Analysis and Gelatt's decision making theory, significantly raised the level of independence of decision making in the experimental groups. Since there were no pretest interactions found, it is assumed that the treatment was responsible for this change in decision ability for the experimental groups.

3. The treatment program which utilized Transactional Analysis and Gelatt's decision making theory, did not have immediate effects upon the self-esteem and self-confidence of the experimental group.

4. The treatment program which utilized Transactional Analysis and Gelatt's decision making theory, did not significantly raise the level of

personal integration for the non-pretested experimental groups. However, there was a trend to raise the level of personal integration of individuals when the treatment program was combined with the pretest.

5. On the basis of statistical treatment of the data, it was found that pretesting has a reactive or interactive effect with treatment. The pretest appears to sensitize participants in such a way that they tend to respond to experimental treatment in a different manner than individuals who are not pretested in the same population.

Implications

1. The treatment program used in this study may be a useful method for employers who wish to maintain or raise the level of employee satisfaction and productivity by reducing the depression and confusion which midlife employees may exhibit who wish to change careers.

2. The treatment program used in this study may be an excellent way for employers to strengthen the personal integration of their employees. Increased personal integration is correlated with increased sociability, dominance, self-confidence, frankness, and conventionalism. By strengthening these characteristics, employees may increase their personal effectiveness and become more sociable and confident on the job.

3. This treatment program may be useful to employers who wish to improve the decision making skills of their employees not only on the job but also in considering job changes which might be possible through promotion, transfer or other methods.

4. Career counseling programs for the midlife adult should include not only career information dissemination components but also opportunities for personal counseling as well. This personal counseling should focus on

self assessment and self understanding. It should address the issues which are important to the personal well-being of the group participant.

5. This study implies that pretesting may enhance treatment for this type of population. For this reason, career change programs for the mid-life individual should include a pretest.

6. There appears to be a need for further research, development and study of vocational interest inventories which are used with adults in midlife who wish to change careers.

7. This study suggests the need for a longer period of time between the end of the treatment and the posttest. The researcher gave the post-test immediately following the completion of the last treatment session. This procedure may have affected the measurement of the developmental process associated with a change in self esteem and self confidence.

8. Research designs which control for the effects of pretesting should be used in educational research. The fact that pretesting does affect the treatment has been demonstrated in this study; therefore, educational researchers who wish to assess the impact a treatment model has upon particular variables should take pretesting effects into consideration in the research design.

Recommendations for Further Research

1. This study should be replicated with these differing conditions: complete randomization of subjects with no regard for work time frames; posttesting of subjects several weeks following the completion of treatment; a six month follow-up of the experimental group to assess long term treatment effects; a six month follow-up of the control group to insure that effects of treatment on the experimental group would not have occurred in the control group as a function of time and not treatment; and use of instruments more sensitive to self concept change.

2. Other research studies utilizing this treatment model should be done in various industrial settings. Such replication could indicate whether or not there are basic differences among personnel who are employed in different work settings. If these differences in adults do occur because of different work environments, then the treatment model may have to be adapted to meet the needs of different types of midlife career changers.

3. Individual counseling sessions should be used to supplement group counseling sessions in this treatment model. By combining individual and group treatment techniques, the effects of the treatment program are strengthened.

In summary, this midlife career change program utilized self assessment, occupational information, decision-making techniques, and job search strategies to provide participants with the tools for finding and deciding upon new career directions. It was designed to raise the level of vocational maturity, independence in decision making, self esteem and self confidence, and personal integration. Career development counseling with adults is much more than changing attitudes and/or work environments. It represents an opportunity and technique for helping adults find a new place for themselves in the world of work.

APPENDICES

APPENDIX A

LESSON PLANS FOR GROUP EXPERIENCE

Session One

I. Introduction

A. Getting Acquainted Exercises.

1. Participants form pairs. After five minutes of discussion, each participant introduces his/her partner to the group.

2. Each will describe himself/herself to the group using three words ending in "ing".

II. Objectives

A. Participants will be able to become acquainted with the others.

B. Participants will be able to discuss their particular reasons for becoming involved in the group.

C. Participants will be able to discuss individual goals.

III. Explanation/Demonstration

A. Getting Acquainted Exercises. (15 minutes)

B. Discussion of Individual reasons for involvement. (15 minutes)

C. Discussion--Leader's goals for the group. (10 minutes)

1. To help each participant gain increased self-knowledge and awareness.

2. To help each participant to discover a method of increasing interpersonal skills.

3. To help each participant to recognize which parts of his/her personality (ego states) enter into career decision-making.

4. To aid each individual to discover a new career.

5. To provide realistic and up-to-date career information which includes alternatives for retraining and re-employment, either through transfer procedures or job search procedures outside the company.

D. Discussion of individual group member's goals. (20 minutes)

IV. Conclusion

    A. Overview of next session.

    B. Pretest

        1. Adult Vocational Maturity Inventory

        2. Vocational Preference Inventory

Session Two

I. Introduction

    A. Self Directed Search (45 minutes), John L. Holland.

II. Objectives

    A. Each participant will be able to identify possible career avenues for further research.

    B. Each participant will be able to identify his code using the SDS.

    C. The participant will be able to describe the "PAC" concept of Transactional Analysis.

III. Explanation/Lecture

    A. Administration and discussion of the Self Directed Search (1 hour and 15 minutes).

    B. Discussion of SDS and meaning of SDS codes.

    C. Overview of Transactional Analysis (30 minutes)

        1. Use of Transactional Analysis as a group format.

            a. Vocabulary for explaining self to self and self to others.

            b. Concepts of Transactional Analysis are easily understood--good way to understand interpersonal relationships.

        2. Transactional Analysis is:

            a. A system of analysis developed from the work of Eric Berne, who saw it as an extension of psycho-analysis.

            b. A theoretical framework emphasizing the following:

                (1) "selves within", including Parent, Adult, Child.

                (2) interaction ("transactions") between people and between various "selves within".

                (3) an individual's "existential position".

                (4) a preconscious life-plan ("script").

            c. A method of using a group to facilitate growth of the individual in the group. It is not a kind of sensitivity training; it is not a "group therapy".

3. Transactional Analysis emphasizes:

   a, the person's ability to change himself/herself. The group facilitator does not change the person; he/she only leads him/her to a point where theperson decides to change.

   b. permission. It is the process of changing the Parent in the person's head who won't give permission to change or be different from the way the person is, to a nurturing Parent who gives the Child permission to change and nurtures the Child as it changes and grows.

   c. the individual's control of his/her "selves within" and, consequently, his/her emotions and social interactions.

4. Basic Theoretical Assumptions in Transactional Analysis are:

   a. Structural Analysis: "selves within ourselves and others". All people have htree structures within--Parent, Adult and Child. These are technically known as Ego States. An Ego State denotes the habitual ways of thinking, feeling, and reacting that occur together. The division of a person's personality into three Ego States (P.A.C.) takes the following form:

     (1) PARENT: The Parent in you feels and behaves in the same ways you perceive the feelings and behavior of your mother, father or significant others who have raised you.

       (a) Sets limits.
       (b) Gives advice.
       (c) Disciplines.
       (d) Guides.
       (e) Protects.
       (f) Makes rules and regulation about how life should be: the do'ts, don'ts, always, nevers, shoulds, shouldn'ts, musts, ought-to's, have-to's, can'ts, wins, loses, goods, bads.
       (g) Teaches how-to's.
       (h) Keeps traditions (God, Mother, Country, apple pie, etc.).
       (i) Nurtures.
       (j) Judges.
       (k) Criticizes.

     (2) ADULT: The Adult is the part of you that figures out things by looking at the facts. It is the part that computes, stores memories, and uses facts to make decisions. The Adult is unemotional and is concerned with "what fits" or what is most expedient and useful. ADULT DOES NOT MEAN MATURE.

    (c) Planning steps in the decision making process:

       (i)   results wanted.
      (ii)   the best way to go after them.
     (iii)   first step to get a result.
      (iv)   action or alternatives if desired
           result is not achieved.
       (v)   Recycling process.

    (3) CHILD: The Child in you is what you were when you
        were very young. There are many children inside
        us from the past. They are known collectively as
        the Child. These children have the same feelings
        and ways of behaving you had when you were little.
        The children may be angry, rebellious, frightened,
        or conforming (under the influence of your internal
        Parent). The conforming Child is called the Adap-
        tive Child.

       (a) loving, natural, spontaneous.
       (b) curious, adventurous.
       (c) creates, fantasizes.
       (d) manipulates others.

5. Ego Gram (15 minutes)

    a. Using three circles, draw a diagram of what you perceive
       your personality structure to be.
    b. In triads, discuss the ego gram drawn.

IV. Conclusion

  A. Career Autobiography

    1. Write a career autobiography in which childhood career dreams,
       parents' career desires, teacher or significant others'
       influences, subjects liked and disliked in shcool, economic
       influences, jobs held, feelings about those jobs, current
       fantasies and fears, and other significant life experiences
       are discussed.

  B. Overview of next session.

Session Three

I. Introduction

    A. Discussion of Career Autobiographies (15 minutes).

        1. Large group discussion focusing on fantasies in early years, patterns in later years.

II. Objectives

    A. The participant will be able to discuss the concept of "Parent", "Adult", and "Child".

    B. The participant will be able to discuss verbal and nonverbal ego state characteristics.

    C. The participant will be able to discuss "Parent" tapes which are related to values and feelings about self.

    D. The participant will be able to discuss "Parent" tapes which are related to career values.

III. Explanation/Lecture

    A. Review of the ego states (15 minutes).

    B. Discussion of "Parent", "Adult", and "Child" verbal and nonverbal ego state characteristics (20 minutes).

        1. See Attachment "Parent--Adult--Child Characteristics".
        2. See Attachment "Possible Ego State Responses".
        3. Administer and discuss the "Ego-State Quiz".
          a. See Attachment "Ego-State Quiz".

    C. Exploration of Parent Values (20 minutes).

        1. See Attachment "Value Clarification Exercise".
        2. Handout "Value Clarification Exercise".
        3. Participants individually rank values.
        4. In groups of three, individuals collectively choose the five highest and five lowest ranked values.
        5. Discussion of group process during above task.
          a. Focus on individual characteristics listed under participants' SDS codes and display of these characteristics during task.
        6. Discussion of values and relationship to "Parent" tapes.

    D. Exploration of work values (20 minutes).

        1. See Attachment "Career Values Ranking Sheet".
        2. Handout "Career Values Ranking Sheet".

3. Participants individually rank values.
4. Large group discussion of career values.
   a. Focus on Parent tapes and relationship to career values.

IV. Conclusion

A. Overview of the next session.

PARENT - ADULT - CHILD CHARACTERISTICS

THE PARENT SAYING,

"Look at you--
you're not O.K."

For a clearer understanding of ego state identification,
behavioral diagnosis is most important especially
for the individual who is concerned with transactions
(communications), and the behavioral observations
are particularly valuable. The observer can look
at demeanor, gestures, voice, and vocabulary.

THE ADULT SAYING,

"I'm O.K.--
you're O.K."

The following characteristics--PARENT - ADULT -
CHILD partially illustrate:

THE CHILD SAYING,
"Look at me--
I'm not O.K.--
you're O.K."

PARENT	ADULT	CHILD
Directs attention towards others	Directs attention toward here-and-now situation	Directs attention towards self
Puts others on the defensive	Seeks to understand the situation	Goes on the defensive
Approves and dis-approves of others	Seeks to analyze the situ-ation-what's going on here?	Feels disapproved of
Evaluates judgmentally by pre-set standards	Describes tentatively, evaluates descriptively	Accepts or resists evaluation by others
Constantly says: "You ought."	Non-defensively asks, "Why ought?"	Constantly says, "Yes, I ought."

PARENT	ADULT	CHILD
Is displeased, suspects, intimidates, scolds.	Seeks to understand specific factors.	Is constantly fearful frightened of being wrong.
Directs others.	Asks, "Is this the best best method?" Inquiries about possibilities.	<u>Follows</u> directions resentfully.
Says, "Look at things the way <u>I</u> see them."	Says, "People see things differently; let's compare them."	Reluctantly says, "I should see things the way you see them."
Is serious, responsible and over-controlling.	Is confident, nondefensive; seeks to understand and to predict.	Is playful, nonresponsible and competitive-- "Mine is better." Seeks freedom from control.
MORALISTIC Generalizes Data is from the forgotten or unconscious Norm: Proper attitudes	REALISTIC Specifics Data can be documented Norm: Thought, ideas	GUILT AND ANXIETY Generalizes Data is from the forgotten or unconscious Norm: Feelings Attitudes

POSSIBLE EGO STATE RESPONSES

Analyzing Ego State Vocabulary and Body Language

PARENT

Sample words and phrases

should, don't, must, ought, always, never, now what, if I were you, let me help you, because I said so, don't question, do not distrub, be good, what will the neighbors say, there there, sweetie, hony and dearie.

You are: bad, good, stupid, ugly, beautiful, smart, ridiculous, naughty, evil, talented, cute, all wet, horrible, a trial, a blessing, a brat, an angel, absurd, asinine, shocking.

Gestures and Postures

Pointing an accusing or threatening finger; a pat on the back, consoling touch; pounding on the table; rolling eyes upward in disgust; tapping feet or wringing hands in impatience; shaking head to imply "no-no" or "O.K!" Arms folded across chest with chin set; face tilted up looking down noses; holding and/or rocking someone.

Tone of Voice

Sneering, punitive, condescending, encouraging, supportive, sympathic.

Facial Expressions

Scowl, encouraging nod, furrowed brow, set jaw, angry, sympathetic or proud eyes, smile, frown, loving, hostile, disapproving.

ADULT

Sample words and phrases

How, when, who, what, where, why, probability, alternative, results, yes, no, what are the facts, this is not proven but opinion, check it out, what has been done to correct it so far, it's 4:30 p.m., what are the reasons, have you tried this, mix two parts with one part, this is how it works, let's take it apart and look at it, let's look for the cause, according to the statistics...changed is indicated, the meeting is at 2:00 p.m. Friday.

Gestures and Postures

Straight (not stiff) posture, eye contact that's level, pointing something out (i.e., direction) with finger, listening by giving feedback and checking out, understanding, interested.

Tone of Voice

Inflections which hold interest, firm, strong, straight questioning.

CHILD

Sample words and phrases

I can't, wow, gee, neat, I believe, go away, leave me alone, I'd rather
do it myself, Why does this always happen to me?, I'll do it later, I
know that, Oh yea?, Yes mama, I've got to get away, you are cute, let's
have some fun, I'm afraid, lonely, shy, hurt, etc., I wish, I'm bad.

Gestures and Postures

Sulking with eyes lowered, pouting, lips quivering, hugging impulsively,
stamping feet, natural poses, relaxation, sexy walk, responding to body
feelings (such as, crying, sucking thumb, splashing water) daydreaming
with expressionless gaze, ignoring others by turning head, folding arms,
screaming in anger, frantic gestures, hands outstretched.

Tone of Voice

Gleeful, high-pitched, loud, demanding, threatening, wondering, flirty,
cold.

Facial Expressions

Smiles, pouting, avoiding eye contact, slumped, anger, or other feelings,
seductive, glaring.

Ego State Reaction Quiz

Identify each reaction to the situation as either Parent, Adult, or Child (P.A.C.) There will be one of each in each situation. Naturally these will be educated guesses, since you can't hear the tone of voice or see the gestures.

1. A student loses his semester notebook.

   A. "Why can't you keep track of anything you're responsible for?" _____

   B. "Check each place where you have been in the last two days and try to trace it. Perhaps some friends can help you." _____

   C. "I can't solve your problems. I didn't take your old notebook." _____

2. A student breaks the aquarium.

   A. "See if the janitor can come right away and let's put the fish in this big bowl." _____

   B. "Golly, the equipment in this room is always getting broken. I'd like to just take everything out of here." _____

   C. "Those students are so careless. They should know better." _____

3. The student is not satisfied with a schedule of classes his counselor has given him and the student is complaining about it. _____

   A. "Why don't you come in at 3:00 this afternoon when I can spend some time with you on your schedule?" _____

   B. "You shouldn't have changed your mind after that first questionnaire I sent out." _____

   C. "My gosh, everytime I just get all the schedules finished, someone needs to change and it messes everything I've done." _____

4. Student keeps clicking his pen, rattling paper and tapping on the desk.

   A. "Stop that disturbing behavior or get out." _____

   B. "Johnny, why don't you help me take the roll?" _____

   C. "John, I'd like to see you after school." _____

5. Students are standing in a cloud of smoke behind lockers in the hall.

   A. "I know you students have been smoking and you know you shouldn't be smoking in the school or on school property."   _____

   B. "If I see anyone smoking, it's my job to turn him in."   _____

   C. "I'm so tired of you students breaking school rules."   _____

VALUE CLARIFICATION EXERCISE

Rank all of the following according to your <u>personal</u> preference. One being the most important to you and 18 being the <u>least</u> important to you.

_____ A comfortable life (a prosperous life)

_____ Equality (brotherhood, equal opportunity for all)

_____ An exciting life (a stimulating, active life)

_____ Family security (taking care of loved ones)

_____ Freedom (independence, free choice)

_____ Happiness (contentedness)

_____ Inner harmony (freedom from inner conflict)

_____ Mature love (sexual and spiritual intimacy)

_____ National security (protection from attack)

_____ Pleasure (an enjoyable, leisurely life)

_____ Salvation (deliverance from sin, eternal life)

_____ Self-respect (self-esteem)

_____ A sense of accomplishment (making a lasting contribution)

_____ Social recognition (respect, admiration)

_____ True friendship (close companionship)

_____ Wisdom (a mature understanding of life)

_____ A world of peace (freedom from war and conflict)

_____ A world of beauty (beauty of nature and the arts)

Career Values Ranking Sheet

Listed below are things many people think are very important in a career.
Pick out the fifteen qualities which appeal the most to you and rank them
from (1) to (15); (1) being the most important thing to you and (15) being
the least important thing.

_____ primary use of physical skills

_____ opportunity to manage others

_____ financial security

_____ opportunity to provide service
      to others

_____ status

_____ opportunity to influence others
      to grow or develop

_____ independence

_____ creativity

_____ suitable schedule (hours, vacations
      etc.)

_____ variety or change

_____ adequate fringe benefits

_____ opportunity for promotion

_____ job location (where I am)

_____ travel

_____ opportunity to use my talents
      and abilities

_____ opportunity to use my training
      and education

_____ opportunity to become "successful"

_____ pleasant work environment

_____ mental stimulation or
      challenge

_____ recognition of efforts

_____ responsibility

_____ easy work

_____ routine work

_____ job security

_____ opportunity to learn new skills

_____ writing

_____ speaking

_____ working with adults

_____ working with children

_____ working with equipment

_____ other _____

_____

_____

Session Four

I. Introduction

    A. Trust Forming Exercise. (20 minutes)

        1. See Attachment "Trust Exercise".

            a. Form triads.

            b. Each participant will share the answer to three of the questions on the "Trust Exercise" sheet.

            c. Form new triads.

            d. Share answers to three different questions on the "Trust Exercise" sheet.

II. Objectives

    A. The participant will be able to identify "Child" tapes and related behavior.

    B. The participant will be able to define the following terms: natural Child, little Professor, and adapted Child.

    C. The participant will be able to identify at least one tape and related behavior for each of the three parts of the Child.

III. Explanation/Lecture

    A. Child tapes. (15 minutes)

        1. In small groups, discuss how participants act--when:

            a. under stress, sick, tired, disappointed and when someone comes on "parent" to you under these conditions.

        NOTE: Change groups.

            b. When the Child in another person provokes or invites the child in you at a party.

        NOTE: Change groups.

            c. When you want something of or from someone else. When you are hurt, angry, provoked.

    B. Child Terms. (20 minutes)

        1. Natural Child

            a. Affectionate, impulsive, sensuous, uncensored, curious, fearful, self-indulgent, rebellious, aggressive.

    b. May be self-centered with behavior which in adult like is self-defeating.

    c. Discuss examples of natural child in personal/work situations.

  2. Little Professor

    a. Inventive, creative, manipulative, ingenious.

    b. Not always well informed.

    c. Discuss examples of Little Professor in personal/work situations.

  3. Adapted Child

    a. Complying, withdrawn, procrastinator, adapts to demands of outside authority.

    b. Often troubled part of personality---may act like a clinging vine, know-it-all, vicious bully, seductive siren, pure saint, ornery ogre, victim.

    c. Discuss examples of Adapted Child in personal/work situation.

C. Identifying three parts of "Child" tapes/behavior. (20 minutes)

  1. Break into triads.

    a. Ask yourself "What is that person feeling about me or this situation?"

    b. Immediately check with each member of the group to see if your reaction is correct.

  2. In small group discuss:

    a. Methods--verbal and nonverbal-- that were used to train you.

      (1) words, looks, etc., used to keep you in line.

      (2) words, looks, etc., used to encourage you.

      (3) limitations set on your activities.

    b. What adaptations did you learn that remain today?

      (1) helpful to you?

      (2) confusing to you?

      (3) inhibiting or destructive?

3. Discuss what you really enjoyed doing in your childhood.

   Examples: tree climbing, kite flying, walking in rain or mud puddles.

IV. Conclusion

   A. Administration of Meyers-Briggs Type Indicator. (45 minutes)

TRUST EXERCISE

Please think about and share as many thoughts with your group as you wish about the following questions?

1. The last place where you lay on your back and looked up at the stars.

2. The last place you almost died.

3. The place where you had your last religious experience.

4. The place where you last compromised your values.

5. The name of your childhood friend.

6. The name of your childhood idol.

7. The name of the person who had the most influence on your life.

8. The date of the last time you were very happy for five straight days.

Session Five

I. Introduction

    A. "Child" Fantasy Exercise. (20 minutes)

        1. See Attachment "Fantasy Exercise".

        2. In large group complete fantasy exercise.

        3. In triads, participants discuss their fantasies and feelings about those fantasies.

II. Objectives

    A. Participant will be able to describe the "Adult" ego state as defined in Transactional Analysis.

    B. Participant will be able to describe the meaning of exclusion, contamination, placating the Parent and pleasing Child.

    C. Each participant will be able to give and receive effective feedback from one another.

III. Explanation/Lecture

    A. Adult Ego State (5 minutes)

        1. Review all three ego states.

        2. Adult used to reason, evaluate, stimulate, gather and store for further use information gained through life experiences, is computer-like.

    B. Uses of Adult (30 minutes)

        1. Exclusion

            a. rigid ego state boundaries.

            b. not desired.

            c. not in reality testing here-and-now.

        2. Contamination

            a. occurs when Parent or Child intrudes into boundary of the Adult ego state.

            b. Adult accepts as true some unfounded Parents beliefs or Child distortions and rationalizes or justifies these attitudes.

3. Placating Parent

    a. Adult may throw "crumb" to placate Parent by doing small thing that would please the Parent.

    b. Inner Child feels constantly under pressure or influenced by the Parent.

4. Pleasing the Child

    a. Because of crisis, Child may be ignored.

    b. Do something special to please the Child.

    c. Persuade the Parent that the Child needs activity.

C. Giving and Receiving Effective Feedback (20 minutes)

1. See Attachment "Criteria for Effective Feedback".

2. Discussion of ego states in giving/receiving feedback.

    a. Child State: defensive, whining, crying, selective hearing, feelings of insecurity, and manipulation.

    b. Parent State: disapproves, directs feedback towards others causing them to go on defensive, evaluates feedback judgmentally, scolds.

    c. Adult Ego State: listens carefully, seeks to understand, evaluates feedback in non-judgmental manner, checks to make sure listener hears feedback correctly, repeats feedback to make sure it was heard correctly.

3. In small groups give examples of recent feedback given to participants in their work situations.

    a. Emphasis-participants' reactions and feelings about given situation.

    b. Practice giving feedback to supervisor with another participant role playing as supervisor.

    c. Immediately check to see how "supervisor" felt about manner feedback was given.

IV. Conclusion

A. "Adult" Feedback Exercise (45 minutes)

1. Ask each member of the group how he would visualize you as:

    a. a color.
    b. a country.

       c. music.
       d. a piece of furniture.
       e. a part of the body.

B. Discuss possible questions for panel members, who will be attending next session.

    1. Each participant will identify one question he wishes to ask each member of the panel.

C. Overview of next session.

Criteria for Effective Feedback

1. It is descriptive rather than evaluative. By describing one's own reaction, the individual is free to use it or not as he sees fit. By avoiding evaluative language, the need for the individual to react defensively is reduced.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "yesterday, as we were discussing the issue, you did not listen to what others said and people felt forced to accept your arguments or face attack from you".

3. It takes into account the needs of both the receiver and the giver of feedback...feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those describing him can answer.

6. It is well timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, the support available from others, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to re-phrase the feedback he had received to see if it corresponds to what the sender has in mind.

8. It should contain minimally contradictory messages and be as consistent as possible. Data that contains contradictory messages will tend to decrease the effectiveness of interpersonal relations.

FANTASY EXERCISE

Goals: 1. To experience and feel what it would be like to work
in an ideal fantasy job.

2. To recognize "Child's" view of individual's ideal
fantasy job.

Leader speaks as members close eyes and fantasize.

1. Do relaxation exercise of leader's choice.

2. Close your eyes, relax and try to picture the following scene. Feel,
as much as you can, what is happening.

Imagine that you are in ghe bedroom in bed and the alarm goes off. You are
now getting up and moving about the room.

Imagine yourself getting ready for work. What type of clothing will you wear?

You are now going to the breakfast table. Are you fixing breakfast? Is
someone else fixing breakfast?

You are now on your way to work. How do you travel to work? How are you
dressed? How are you feeling as you approach your place of work? What kind
of people do you pass along the way?

Imagine your arrival at work. What are your surroundings? What are the
people around you dressed like? What are your feelings as you greet each
co-worker? Concentrate on these feelings. Begin your ideal routine.

You are now ready for lunch. Do you go out for lunch? Imagine your
surroundings.

You are back from lunch. What are your feelings as you approach the after-
noon workload? Is there a change in surroundings and people?

It is now the end of your workday and you are getting ready to go home.
Who is still there with you? What are your feelings at the work day's
end? Imagine yourself leaving. Now open your eyes.

Session Six

I. Introduction

    A. Discussion of results of Meyers-Briggs Type Indicator (45 minutes)

        1. Large group discussion of meaning of test results.

            a. See Attachments "Understanding the Type Table" and "Effects of Each Preference in Work Situations".

            b. Group will read individual results.

            c. Discuss results individually with each participant.

II. Objectives

    A. Each participant will be able to discuss the significance of the type preference received through results of the Meyers-Briggs Type Indicator.

    B. Through the use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, books and pamphlets on particular careers and other pertinent career trend information gathered by the leader, the participants will be able to identify at least two career directions of interest to them.

    C. Through group and individual discussion with representatives from educational institutions in the immediate area, the Company's educational and employment departments, State Employment Agency and Federal Office of Personnel Management, the participants will be able to gain realistic information concerning the feasibility and necessary time and financial requirements for training and/or re-education in their proposed second career.

III. Explanation/Lecture

    A. Discussion of the Meyers-Briggs Type Indicator (45 minutes)

        1. In large group present overview of purpose and meaning.

        2. Discussion of types and their relevance to the inventory results.

        3. Individual conference with group leader for each participant focusing on Meyers-Briggs results.

    B. Table containing DOT, OOH and other pertinent career information available to members during individual conference time.

    C. Panel of representatives from Educational, Industrial, and Governmental institutions (1 hour)

1. Panel members will introduce themselves.

   a. Introduction.

   b. Programs or policies of each representative institution.

2. Educational representatives will present information on:

   a. Educational degree or certificate programs available.

   b. Financial aid information.

   c. Admission requirements (college or university).

   d. Specific department requirements for admission.

   e. Specific contacts at the institution who will be available to anser individual questions on all participant concerns.

3. Company representatives will present information on:

   a. Transfer and/or promotion policies.

   b. Future employment trends within the company.

   c. Specific contacts within the company who will be available to review and aid the participants in transfer or promotion procedures.

   d. Availability and requirements for all apprenticeship programs.

   e. Continuing education programs offered within the company.

4. State Employment Agency representative will present information on:

   a. Current job listings in the immediate area.

   b. Future trends in employment for the immediate area.

   c. Information concerning the administration and interpretation of the GATB (General Aptitude Test Battery) offered by the State Employment Agency.

5. Federal Offices of Personnel Management representative with table of pamphlets, applications, announcement bulletins will present information on:

   a. Current federal job listings for the state.

   b. Application procedures for each job.

        c. Announcements on each job title and requirements for each job.

        d. Federal pay scale.

     6. Participants will be able to individually approach panel members with specific career related questions.

IV. Conclusion

    A. Overview of next session.

Session Seven

I. Introduction

A. Discussion of participant's feelings and related activities to panel. (15 minutes)

B. Gift of Happiness. (15 minutes)

1. Each participant will be able to write one positive statement concerning a characteristic or attribute on separate pieces of paper for each group member.

2. These statements will be collected and given to the intended participant anonymously by the group leader.

3. Discussion of participant's feelings concerning feedback given and patterns shown by feedback.

II. Objectives

A. The participant will be able to describe a decision making process in which the Parent, Adult, and Child tapes are integrated and used.

B. The participant will be able to discuss career plans in relation to the decision making process taught in group.

C. The participant will be able to demonstrate intent toward achieving his career goals by developing a "contract" with the instructor.

D. The participant will be able to write a resume in the manner described in class.

III. Explanation/Lecture

A. Decision Making Process (45 minutes)

1. See "Problem Solving From The Adult " Attachment.

2. Purpose or objective

a. Individual aware he needs to make a decision, that he needs information, that he has at least two possible courses of action.

b. Career-related decision discussed.

3. Data collected

a. Child tapes concerning feelings about abilities for career reviewed.

b. Adult used to review file participant has been collecting information in. File contains:

      (1) Myers-Briggs Personality Inventory--relates personality
          types to careers.

      (2) Self-Directed Search--reveals vocational interests
          of participants.

      (3) Career autobiography relates past interests and
          career-related endeavors.

      (4) Transcripts--reveal ability and achievement attained
          in a formal educational situation (may be high school
          or college).

   c. Parent tapes concerning stereotype of careers, feelings
      about self reviewed.

   d. See Attachment.

4. Use of Data

   a. Identify possible positions desired.

   b. Predict possible outcomes of each selection.

   c. Estimate probable results.

   d. Evaluate the desirability of each outcome.

      (1) Parent, Child, and Adult tapes must be considered
          during this phase.

      (2) What each ego state says about the desirability
          of each outcome must be recognized.

      (3) Participant may need to find a way to placate
          Parent and please Child with his decision.

      (4) Compare goals with hierarchy of values.

5. Decision Made

   a. Terminal or investigatory.

      (1) Terminal-- decision results in desired outcome.

      (2) Investigatory--decision does not end in desired outcome
          and needs to be recycled.

6. Contract explained and given to participants to work on during
   the week prior to next class.

   a. See Attachment "The To-Do List".

   b. The person himself commits to a career decision and
      and plans to accomplish this career.

    c. The person makes the contract with himself. The facilitator is a guide and witness.

    d. The contract is explicit concerning the first steps which must be taken toward accomplishment of the career goal.

    e. The contract is optional and may be changed to include other viable alternatives (using the decision making process).

    f. Contracts are most useful if the decision is satisfactory to all three ego states of both the facilitator and the person.

    g. The contract is one way of assuming that what goes on between the facilitator and participant is more likely to be an activity which promotes growth toward the decision.

B. Resume Writing (30 minutes)

  1. Guide for Resume Writing.

    a. Limit resume to two pages.

    b. Use standard size paper (8½ x 11).

    c. Use white or very light tint paper.

    d. Use sentence fragments, phrases, key words, no "&'s".

    e. Do not include negative information.

    f. Make it a "sales tool" whose primary purpose is to introduce.

  2. Content

    a. Name, Address, Phone Number.

    b. Career Interest Statement specifying position, special interests, types of duties preferred.

    c. Educational qualifications including: AS degrees or vocational/technical programs, courses taken which directly apply to job.

    d. Professional licenses, certifications.

    e. Professional memberships.

    f. Work experiences.

    g. Personal information including date, health, date of availability, background (such as travel), special awards or honors, community services.

    h. References.

3. Format

    a. Neatly typed.

    b. Balanced pages.

    c. Subheadings for paragraphs.

4. Falsified Resumes

    a. Possible negative outcome

IV. Conclusion

  A. Overview of next session.

  B. Participants write resume for next week.

Problem Solving from the Adult

1. Define a problem by writing it down as you see it.

2. What is your Internal Parent saying? "You should - ought to - must"?

3. How is your Internal Child feeling about it? Write down all the feelings you are experiencing with this problem.

4. What new information, data, facts, etc. could your Adult provide your Internal Parent?

5. What could the "new" examined Parent message say?

6. Would the information please your Internal Child?

7. Write down as many alternative solutions as you can think of and their consequences.

8. Put a plus (+) sign by each alternative that you see as having a probability of success.

9. Put a plus (+) sign by each alternative that pleases your Internal Child.

10. Select an alternative and decide on a plan of action.

11. Evaluate the effectiveness of your plan of action and make adjustments if needed.

THE DO LIST

For whom: P - A - C

What career direction I have chosen: _____

THINGS I NEED TO DO TO OBTAIN JOB IN NEW CAREER	STARTING DATE	ENDING DATE	OPTIONS	+	-
NOW					
LATER					

Session Eight

I. Introduction

A. Adult Vocational Maturity Inventory. (30 minutes)
B. Vocational Preference Inventory. (30 minutes)

II. Objectives

A. The participant will be able to prepare for a job interview utilizing the guidelines given in class.
B. The participant will be able to identify the parts of the interview.
C. The participant will exhibit successful verbal/nonverbal behaviors during a mock interview.

III. Explanation/Lecture

A. Preparation for interview. (15 minutes)
   1. Role play with leader and company interviewer on don'ts in interviewing.
   2. Self assessment--be able to market "YOU".
      a. Strengths, weaknesses
      b. Background including Academic Performance
      c. Career Interests
      d. Personal goals
      e. Work experience
      f. Special skills
   3. Be prepared/be yourself
   4. Know the employer
      a. Size of firm/potential for growth
      b. Positions available
      c. Job discriptions
      d. Organizational structure
      e. Advancement potential
      f. Expansion plans
      g. Training programs/career paths
      h. Employee benefits

B. Parts of an interview (15 minutes)
   1. Introduction
   2. Background
   3. The Discussion
   4. The Close

C. Verbal/Nonverbal Behavior (15 minutes)
   1. In pairs, participants role play as a) interviewer, b) interviewee.
   2. Company interviewer and leader critique role play situations.

IV. Conclusion

A. Class evaluation (10 minutes)
   1. See Attachments (Teacher Evaluation and Class Evaluation)
B. Set up individual appointments for each participant four weeks from present class date.
   1. Discussion "To Do" list accomplishments.
   2. Discussion of post-test results.

INFORMED CONSENT FORM

UNIVERSITY OF FLORIDA
Gainesville, Florida
32611

Reply to:
CAREER PLANNING AND PLACEMENT CENTER

To the Participant:

I am collecting information for a study to evaluate the effects of the Second Careers Program. I would like to request your cooperation in completing the attached instruments. Upon completion of this study, I will inform you of the results and I will be glad to discuss them with you and answer any of your questions.

Participation in this program is completely voluntary, so if for any reason you would rather not take part in this study, please feel free to say so. Your participation in the program will not be affected by your decision. Your answers will be kept strictly confidential and you will be used for statistical purposes only.

Thank you for your assistance.

Diane Shepard, MEd, EdS
Principal Investigator

I have read and understand the procedure described above. I agree to participate in the procedure and I have received a copy of this description. I understand that no monetary compensation is offered.

DATE: _____

_____
Signature of Participant

1. Name _____ Age _____

   Marital Status: Single _____ Married _____ Divorced _____ Widowed _____

   Separated _____

   Children:
   Number _____ Age(s) _____

   Other responsibilities or limitations _____

   _____

   Residence: Apt. _____ Trailer _____ Own Home _____ Other _____

   Years of education completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
   (Please circle grade completed)   Post Baccalaureate _____

   Major: _____

   Sex _____ Race _____

2. How many years have you been out of school? _____

   Briefly describe your past work experience: _____

   _____

   _____

   Special skills: _____

   Do you wish to return to school? _____

   If so, for which of the following reasons: Personal growth _____ Degree __

   Vocational/Technical school _____

3. Briefly describe your career goals _____

   _____

4. What is the biggest obstacle to your career development? _____

   _____

5. What is your greatest need at this time? _____

   _____

6. Additional Comments: _____

   _____

   _____

APPENDIX D

ADULT VOCATIONAL MATURITY INVENTORY

BY

David I. Sheppard

Directions: Please read each of the following statements about choosing a job and decide the extent to which you agree or disagree. Draw a circle around the letter(s) to the right of each statement which most nearly represents your opinion. The letters represent the following opinions:

SA – if you strongly agree with the statement
A – if you agree, but not strongly
N – if you are neutral or undecided
D – if you disagree, but not strongly
SD – if you strongly disagree with the statement

Work rapidly and record your first impression. Remember, the only correct answer is the one which most nearly represents your attitude toward the vocational statement.

1.	You have to know what you are good at, and what you are poor at, before you can choose an occupation.	SA	A	N	D	SD
2.	Once a person makes an occupational choice he can't make another one.	SA	A	N	D	SD
3.	A person can do anything he wants as long as he tries hard.	SA	A	N	D	SD
4.	Your occupation is important because it determines how much you can earn.	SA	A	N	D	SD
5.	A consideration of what you are good at is more important than what you like in choosing an occupation.	SA	A	N	D	SD
6.	Parents probably know better than anybody which occupation a person should enter.	SA	A	N	D ·	SD
7.	Work is worthwhile mainly because it lets you buy things you want.	SA	A	N	D	SD
8.	Work is drudgery.	SA	A	N	D	SD
9.	Why should a person try to decide upon an occupation when the future is so uncertain?	SA	A	N	D	SD
10.	It's probably just as easy to be successful in one occupation as it is in another.	SA	A	N	D	SD

11. By the time a person is 15, he should have his mind pretty well made up about the occupation he intends to enter.　　SA　A　N　D　SD

12. Sometimes you can't get into the occupation you want to enter.　　SA　A　N　D　SD

13. You can't go very far wrong by following your parents' advice about which occupation to enter.　　SA　A　N　D　SD

14. Working in an occupation is much like going to school.　　SA　A　N　D　SD

15. The best thing to do is to try out several occupations, and then choose the one you like best.　　SA　A　N　D　SD

16. There is only one occupation for each individual.　　SA　A　N　D　SD

17. Whether you are interested in an occupation is not as important as whether you can do the work.　　SA　A　N　D　SD

18. You get into an occupation mostly by chance.　　SA　A　N　D　SD

19. It's who you know, not what you know, that's important in an occupation.　　SA　A　N　D　SD

20. A person should choose an occupation in which he can someday become famous.　　SA　A　N　D　SD

21. If someone has some doubts about what he wants to do, he should ask his parents or friends for advice and suggestions.　　SA　A　N　D　SD

22. Choose an occupation which allows you to do what you believe in.　　SA　A　N　D　SD

23. It doesn't matter which occupation a person chooses as long as it pays well.　　SA　A　N　D　SD

24. As far as choosing an occupation is concerned, something always comes along sooner or later.　　SA　A　N　D　SD

25. Why worry about choosing an occupation when a person doesn't have anything to say about it anyway.　　SA　A　N　D　SD

26. I really can't find any occupation that has much appeal to me.　　SA　A　N　D　SD

27. I had little or no idea of what working
    would be like.   SA   A   N   D   SD

28. As long as I can remember, I've known what
    I wanted to do.   SA   A   N   D   SD

29. I can't understand how some people could be
    so set about what they wanted to do.   SA   A   N   D   SD

30. My ideal occupation would have to be one
    which has short hours and nice working
    conditions.   SA   A   N   D   SD

31. I wanted an occupation which paid good
    money.   SA   A   N   D   SD

32. I often wondered how successful I would
    be in my occupation.   SA   A   N   D   SD

33. I know very little about the requirements
    of occupations.   SA   A   N   D   SD

34. I spend a lot of time wishing I could do
    work that I know I cannot ever possibly do.   SA   A   N   D   SD

35. I guess everybody goes to work sooner or
    later, but I didn't look forward to it.   SA   A   N   D   SD

36. I often daydreamed about what I wanted to
    be, but I really didn't have an occupational
    choice.   SA   A   N   D   SD

37. The greatest appeal of an occupation to me
    is the opportunity it provides for getting
    ahead.   SA   A   N   D   SD

38. Everyone told me something different, until
    I didn't know which occupation to choose.   SA   A   N   D   SD

39. I seldom thought about the occupation I
    wanted to enter.   SA   A   N   D   SD

40. I didn't think much about the kind of job
    I wanted.   SA   A   N   D   SD

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Diane Shepard was born on December 26, 1946, in Newark, New Jersey. She graduated from high school in Toms River, New Jersey, in 1964. She was awarded a scholarship to Albert Einstein Medical School of Nursing, Philadelphia, Pennsylvania and attended from 1964 to 1965. Diane entered the United States Navy and served from 1966 to 1969 as a dental technician. Upon discharge from the Navy, Diane worked as a dental assistant in private and institutional settings until 1972.

Diane then entered the University of Alabama and received a Bachelor of Science degree in secondary education in 1974. She entered the Counselor Education Department of the University of Florida, Gainesville. Diane received a master's degree in education and a specialist degree in counselor education in 1977. From 1974 to 1978, Diane was an instructor with administrative responsibilities in the Dental Assisting Program at Santa Fe Community College, Gainesville, Florida. In 1978, Diane married Donald F. Summers. She worked as a graduate research assistant in the Department of Counselor Psychology from 1978 to 1979, until she received her PhD degree in Counselor Education.

I certify that I have read this study and that in my opinion
it conforms to acceptable standards of scholarly presentation and
is fully adequate, in scope and quality, as a dissertation for the
degree of Doctor of Philosophy.

Harold Riker
Professor of Counselor Education

I certify that I have read this study and that in my opinion
it conforms to acceptable standards of scholarly presentation and
is fully adequate, in scope and quality, as a dissertation for the
degree of Doctor of Philosophy.

Elias Tolbert
Associate Professor of
Counselor Education

I certify that I have read this study and that in my opinion
it conforms to acceptable standards of scholarly presentation and
is fully adequate, in scope and quality, as a dissertation for the
degree of Doctor of Philosophy.

James Wattenbarger, Chairman
Professor, Educational Administration
and Supervision

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